THE EFFECT OF SCAFFOLDING INSTRUCTION ON THE ACHIEVEMENT OF FIRST SECONDARY STUDENTS IN ENGLISH LANGUAGE READING AND WRITING SKILLS

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Authorization Form

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التاريـــخ: / /

نموذج رقم (١٦)
اقرار والتزام بالمعايير الأخلاقية والأمانة العلمية وقوانين الجامعة الأردنية وأنظمتها وتعليماتها لطلبة الدكتوراه

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عنوان الاطروحة: The Effect of Scaffolding Instruction on the Achievement of First Secondary Students in English Language Reading and Writing Skills

اعلن بأنني قد التزمت بقوانين الجامعة الأردنية وأنظمتها وتعليماتها وقراراتها السارية المفعول المتعلقة باعداد اطروحات الدكتوراه عندما قمت شخصيا" باعداد اطروحتي وذلك بما ينسجم مع الأمانة العلمية وكافة المعايير الأخلاقية المتعارف عليها في كتابة الأطروحات العلمية. كما أنني أعلن بأن اطروحتي هذه غير منقولة أو مستلة من أطاريح أو كتب أو أبحاث أو أي منشورات علمية تم نشرها أو تخزينها في أي وسيلة اعلامية، وتأسيسا" على ما تقدم فانني أتحمل المسؤولية بأنواعها كافة فيما لو تبين غير ذلك بما فيه حق مجلس العمداء في الجامعة الأردنية بالغاء قرار منحي الدرجة العلمية التي حصلت عليها وسحب شهادة التخرج مني بعد صدورها دون أن يكون لي أي حق في التظلم أو الاعتراض أو الطعن بأي صورة كانت في القرار الصادر عن مجلس العمداء بهذا الصدد.

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COMMITTEE DECISION

This Dissertation (The Effect of Scaffolding Instruction on the Achievement of the First-Secondary Students in English Language Reading and Writing Skills) was Successfully Defended and Approved on 19/4/2011

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DEDICATION

To the great couple who have intricately helped shape me into the person I am today

To my late loving father:

God bless his soul

And my sweet mother;

May God keep her safe

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LIST OF ABBREVIATIONS

Abbreviation	Full Wording
ZPD	Zone of Proximal Development
SI	Scaffolding Instruction
ZAD	Zone of Actual Development
CPK	Pedagogical Content Knowledge
CAT	Content-area Teaching
EFL	English as a Foreign Language
SRE	Scaffolded Reading Experience

LIST OF APPENDICES

The Effect of Scaffolding Instruction on the Achievement of First Secondary Students in English Language Reading and Writing Skills

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ABSTRACT

The purpose of this study was to examine the effect of scaffolding instruction on the achievement of first secondary students in English language reading and writing skills. Specifically, the study attempted to answer the following questions:

1) Are there any statistically significant differences at ($\alpha = 0.05$) between the mean scores of first secondary students on the reading comprehension test that can be attributed to the instructional technique (traditional vs. scaffolding)?

2) Are there any statistically significant differences at ($\alpha = 0.05$) between the mean scores of first secondary students on the writing performance test that can be attributed to the instructional technique (traditional vs. scaffolding)?

3) Are there any statistically significant differences at ($\alpha = 0.05$) in first secondary students' attitudes towards learning English language that can be attributed to the instructional technique (traditional vs. scaffolding)?

The participants of the study consisted of 107 female first secondary grade students during the year 2010/2011. The school was purposefully selected on convenient grounds. Three validated instruments were used to collect data: a reading comprehension test, a writing test, and a student attitude and opinions questionnaire.

One-way analysis of co-variance (ANCOVA) was used to measure any statistically significant differences in the mean scores of participants of the study. Multivariate analysis of covariance (MANCOVA) was also used to measure any significant differences in the posttest mean scores of students

The results of the study showed that there were statistically significant differences at *(α =0.05)* in the mean scores of students regarding their reading comprehension, and writing achievement, and attitudes towards learning English language. Those differences were in favor of the experimental group.

Based on these results, it is recommended that more research be carried out to provide additional knowledge with regard to the replication of the current experiment at other aspects of English language and at different levels of students at schools. Training courses for teachers on scaffolding instruction be encouraged to equip them with the necessary knowledge and practice needed to apply scaffolding instruction in their classrooms. Scaffolding instruction also be integrated into the curriculum. Teachers of English are advised to match their teaching techniques with the students' zones of proximal development and to provide them with different selections of scaffolds to increase their interest and motivation in learning English.

Chapter One

Introduction and Background

1.0. Introduction

English is a principal international language. This universal status is due to the fact that children today are growing up in a world dominated by English language. The technologies used in homes, schools, and workplaces are all written in English. Many educational opportunities and good jobs require high levels of English skills (Johns and Dudley-Evans, 1991).

In late 2008, the world economy experienced the greatest series of crises and downturns that have continued into 2009, and are projected to continue indefinitely. This dilemma drew the public's attention to education, jobs and basic needs. Looking desperately for bail-outs and stimulus packages, there are many discussions concerning workforce skills, educational capabilities and requirements of a new generation. People who possess knowledge, attitudes, competency and abilities are needed to conquer technology and save the world (Net impact, 2009).

Many educational opportunities and good jobs require mastery of English language, simply because it is a universal, utilitarian language, that is, a part of modern life for those who wish to be active participating members of society. Jordanian students are entitled to receive effective instruction that would enable them to learn English with understanding in order to meet the changing demands of the society. They should be dealt with as builders not receivers of knowledge. They should learn how to construct their knowledge and understanding through interaction, and connect their experience with the current situations using metacognitive strategies that would guide them to think, plan, and evaluate their learning. This new orientation entails the necessity for

students to master English in its whole and in its specific components. In this perspective, the active role of students is the backbone of the success of learning. Yet, many students are not ready for this role which, in return, makes learning more frightening. (Suherdi, 2008).

Teaching English all through scholastic years is an important phase to prepare students for university education, work, and life. It helps them to overcome the barrier of language and to grasp new information and technology. In Jordan, English is taught as a foreign language in basic, middle and secondary schools. Instruction is in Arabic, but teaching English starts in the first grade. Students study English in three or four 45-minute classroom periods a week. Despite the fact that the goals of the English language curriculum aim at developing language skills, still a great number of Jordanian students complain of weakness in English (Al-Makhzoumi, 1986).To communicate effectively, students need to master the four skills of listening, speaking, reading, and writing, but of all these four skills, reading is regarded as the most vital and necessary for students in both a classroom context and extracurricular environment (Grabe and Stoller, 2002).

This leaves learners of English language in Jordan highly challenged. They find themselves confronted with a vast variety of information, vocabulary, grammatical structures, cultural aspects, and resources that make it extremely hard for them to pick their way through. They find themselves stray in a maze if not directed and guided into the right path of learning. Vacca (2008) claims that guided, supported and provided with the necessary attributes, students become more responsible for their learning, more motivated, and more successful.

Jordanian students complain from a major area of failure in reading comprehension. They face serious problems in the comprehension of facts stated or

implied in an English context; they are unable to realize the main ideas of given texts, and to reflect on the author's purpose of writing (Al- Qatawneh, 2005).

The reading texts dedicated for reading comprehension in the Jordanian secondary school curriculum are not only used to practice what they are meant to, but to train students on the various skills of the language as well. Teaching vocabulary, grammar, and accurate pronunciation of new words has the greatest portion of the English language class.

The recent instructional approaches in teaching languages emphasize learning by engaging learners in knowledge construction (Reiser, 2004). The conditions of meaningful learning require an appropriate instructional strategy. Students need to elaborate, or generate activities, such as self-questioning, semantic mapping, and written summaries, monitor learning, construct meaning from reading texts. Such strategies can be considered effective in reading comprehension (McGriff, 1996). If provided with appropriate assistance, students can attain a goal or engage in a practice or task that is beyond their reach.

Reiser (2004) points out that in scaffolding, learners receive support and assistance to successfully perform certain tasks and move to more complex ones; without such assistance, these tasks would be beyond their ability; therefore, building on the acquired experience and skills students reshape their knowledge and improve their performance.

Vygotsky (1978) argues that learning largely depends on development. Thought development is determined by language, which is a tool for organizing thinking, because it bears the concepts, he adds that children develop their thinking while passing through certain developmental stages. Consequently, scaffolds are only useful within

the student's own zone of proximal development (ZPD) (Rosenshine and Meister, 1992).

Zone of proximal development can be defined as the "difference between the child's capability to solve problems on his own, and his capacity to solve them with assistance from an expert" (Clark and Graves, 2005, p. 571). Zone of proximal development has many implications for those in the educational settings. Vygotsky's theory states that learners are not empty basins; on the contrary, they are active constructors of knowledge. Zone of proximal development labels the immature cognitive functions as "buds" that are still in the process of development (Vanderburg, 2006). Therefore; a teacher should bridge the gap between the diagnosed and the potential skill levels of students. Good instruction marches ahead of the learner's development and leads it. Knowledge and experience within a discipline are imperative, but solving problems that encourage students to go beyond their current skill and knowledge level is critical to effective instruction. As for learning, it is not temporary, it involves being able to solve everyday conflict-generating problems; therefore, instruction should provide opportunities and proper support for resolving dilemmas (Driscoll, 1994).

Students vary in their ways of learning. Some learn by seeing things and hearing them, reflecting and acting, reasoning logically and intuitively, or memorizing. Teaching methods vary as well in parallel with these learning styles. Some teachers lecture and deliver direct teaching; others demonstrate, elaborate or discuss; some focus on presenting rules and others on explaining examples; some emphasize memory and others understanding. Thus, learning for some extent, is not only governed by the student's inner ability and prior knowledge, but also by the compatibility of his or her learning style and the teacher's approach to teaching (Felder and Henriques, 1995).

Scaffolding does not provide teachers with definite principles and guidelines on the proper ways of how to use scaffolding to accomplish successful instruction. Therefore, it acts as an umbrella concept under which lies any kind of teachers' or peers' support. Scaffolding can be interpreted as a disparity of direct teaching (Verenikina, 2008).

Instructional scaffolding is an effective model for teaching reading and writing (Olson and Land, 2007). Effective instruction influences development of higher functions and skills beyond the confines of a learner, thus it can undoubtedly further development of students' cognitive and metacognitive skills (Davis and Miyake, 2004). Therefore, using metacognitive skills help students to become aware of their thinking processes such as making predictions, clarifications, questions, and summaries.

Reading comprehension and writing are important dimensions in learning English. When reading a text, an active process takes place. Interaction between the readers using their cognitive abilities, the text itself with the knowledge it provides, and the strategy followed to understand what has been read, is a complex cognitive process. Writing, on the other hand, is a kind of knowledge transformation. When writing a text or even a paragraph, the learner constructs meaning and transcribes it, simultaneously. This process utilizes the existed cognitive abilities and previous knowledge of the writer (Walqui, 2006). Therefore, reading comprehension refers to the ability to understand information presented in written form, the skills involved may also affect one's interpretation of instructions on exams, labs, and homework assignments and completion of job applications or questionnaires (Gill, 2008).

Scaffolding allows students not only to stay actively involved within the classroom activities, but also help them to keep up with their peers. When peer scaffolding is involved, it offers a new level of communication among students, in

addition to the interaction with the teacher who models the desired learning strategy or task, then gradually shifts responsibility to students (Clay and Cazden, 1992). Scaffolding provides an opportunity for students to develop knowledge and skills beyond their independent current level, which closes the gap between what is and what is possible (Schoenfield, 1992).

Effective instruction that can make English language teaching and learning more manageable and more interesting has been the dream of many educators over hundreds of years. Building confidence while dealing with new knowledge, and avoiding the frustration generated from the bad experience of failure, are some of the sources to increase students' motivation towards learning. Receiving assistance and support till students safely pass this rough path and can claim their independence in continuing the learning process could be the rescuing method.

Teachers of English in Jordan still notice a lack of proficiency in the reading comprehension and writing skills among the secondary school students as revealed by their low achievement in English (Mohaidat, 2008). This gloomy picture sets a real challenge to those teachers. Written language is the most elaborate form of language, the developmental level required to learn to write is usually underestimated. The interest in improving students' level in these two skills can be achieved by claiming the notion of cognitive apprenticeship and in urging students to demand the ownership of their learning, problem solving and shaping their constructed knowledge and experience.

Jordanian college and graduate students need efficient reading and writing skills to comprehend a mass of reading material from various sources related to their studies. Nevertheless, high-school students need to be highly competitive in the General High School Certificate Examination (Tawjihi) because of the demanding expectations for

academic success that is determined in accordance with their accumulative average on that examination.

This study investigates the teaching of reading comprehension and writing in English based on constructivist principles and the sociocultural theory, where scaffolding is largely emerging from the theory of learning, which came to life by Piaget's Developmental Psychology and Vygotsky's ideas about learning.

1.1. Statement of the problem

Based on the researcher's experience and knowledge, parents, teachers and educators complain that students' reading and writing skills are deteriorating. They do not understand what reading and writing involve. As mentioned by Al-Makhzoumi (1986), secondary school students still believe that reading is nothing but looking up new words in a dictionary, memorize these definitions and sounding out the words. English language teachers hardly ever lead their students to relate new materials present in class to their previous knowledge, nor do they provide them with opportunities to use metacognitive skills such as inference and reflection. The present study tries to find out the effect of students' attitudes towards scaffolding techniques on their achievement in English language, since attitude is considered as a motivational factor generated by context. Motivation and attitude play a significant role in all situations which are not natural, such as school language instruction (Renzo, 1982). Therefore the present study investigates the effect of a designed scaffolding instruction program (SI) on the achievement of Jordanian first secondary students in comparison with the traditionally used techniques in teaching English language reading comprehension and writing in English. The researcher assumes that the designed SI program that is introduced in this

study might help in the enhancement of the students' achievement in reading comprehension and writing.

1.2. Purpose of the study and research questions

The current study is an attempt to investigate the effect of scaffolding instruction on the achievement of first secondary students in comparison with the traditionally used techniques in teaching English language reading comprehension and writing. More specifically, the study attempts to address the following questions:

1. Are there any statistically significant differences at ($\alpha = 0.05$) between the mean scores of first secondary students on the reading comprehension test that can be attributed to the instructional technique (traditional vs. scaffolding)?
2. Are there any statistically significant differences at ($\alpha = 0.05$) between the mean scores of first secondary students on the writing performance test that can be attributed to the instructional technique (traditional vs. scaffolding)?
3. Are there any statistically significant differences at ($\alpha = 0.05$) in first secondary students' attitudes towards learning English language that can be attributed to the instructional technique (traditional vs. scaffolding)?

1.3. Significance of the study

The significance of the study can be stated as follows:

1. Reading comprehension and writing skills are two of the most important skills in learning a language as well as in communicating with the world. Research related to the application of SI in teaching English language in Jordan has not been largely investigated. Therefore, it is hoped that this study will add to this field and bring about new ideas and perspectives for further research.

2. It is assumed that this study will contribute to the field of curriculum and instruction by assisting English language teachers to adopt new techniques in their classes in order to improve the achievement of their students in learning English language.
3. In the context of this study, the use of a constructivist approach in schools is assumed to help students build their own understanding of the language they are supposed to learn and use, and to become more open to the new culture they are exposed to; while adults such as teachers help guide this knowledge construction by providing structure and support and facilitate their learning process. Scaffolding is not only hoped to help students maximize their ZPD, but also to develop their social as well as their personal life skills.
4. It is also hoped that the findings of this study will contribute to further understanding of the role of SI in improving reading comprehension and writing performance. If the use of scaffolding proves its effectiveness in improving English language learning, teachers in Jordan will have additional instructional techniques that can be used to support students' learning with understanding.
5. Students may be helped to find their way to a more interesting and meaningful learning, and teachers may have a clearer view of their role in the classroom.
6. Providing safe, supportive environment can enhance the students' attitudes towards learning English, and in return positively affects their academic achievement.

1.4. Operational definitions of terms

Scaffolding: scaffolding in education is referred to as a teaching strategy (VanDer Stuyf, 2002), scaffolding process and instruction (Rosenshine and Meister,

1992; Larkin, 2002; Hartman, 2002; Panselinas and Komis, 2009; Walqui, 2006, 2010), and a learning support (Lawson, 2002; McLoughlin, 2004).

According to Wood (1988) scaffolding is tutorial behavior that is contingent, collaborative and interactive, while Bruner defines it as “a process of ‘setting up’ the situation to make the child’s entry easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it.” (Bruner, 1983: 60; cited in Walqui, 2006)

The operational definition for **scaffolding** in the context of this study is: a form of support system provided to learners in various techniques. It could be presented as an adult support; peer support, modeling; demonstration; dividing a task into steps; providing guidelines; providing examples and questions ; attracting attention, providing visual prompts, using imagination, using think-aloud process ...etc. It eventually ends with gradual release of responsibility of learning to learners themselves.

Reading Comprehension: is the ability to understand and interpret what is read, to generate ideas and internalize new information as measured by the reading comprehension test used in this study.

Writing: is the visible recording of language that enables the transmission of ideas. It is a type of the expressive mood for the learner's comprehension for what they read or hear.

1.5. Limitations of the study

The study results are restricted to a few limitations:

- The study was restricted to the population of first secondary school students of Al-Ittihad Female School in the Directorate of Private Education, in the Greater Amman Area for the scholastic year 2010/2011.

- The study was limited to only two language skills of English language which are reading comprehension and writing.
- The reading component was limited to some units (3-4) which are included in the English language textbook “Action Pack”; therefore, the results cannot be generalized for other units of the English language textbook.
- The instruments used in this study were developed by the researcher based on the review of related literature. Therefore, the results of this study depend on the validity of the instruments.
- The teacher’s training was limited to five days (8 hours), in addition to two hours prior the writing instruction due to time constraints resulting from school regulations.
- The study was limited to teaching three units for first secondary class that required around 23 teaching hours (3 credit hours) within nine weeks duration. According to the experimental group teacher, accurate application of the lesson plan as developed in the teacher’s guide requires more time.

Chapter Two

Review of Related Literature

2.0. Introduction

This study examined the effects of various scaffolding techniques in teaching secondary students reading comprehension and writing in the context of English language. Literature discussed hereby deduces that SI helps students to actively strive to construct meaning and knowledge from texts and tasks encountered and then to create means to apply these techniques in new situations effectively. Furthermore, language learning is known to be sensitive to the learner's feelings, therefore, attitudes in relation to achievement was explored. Although many studies on the scaffolding instruction have been conducted, still there is scanty research concerning scaffolding reading comprehension and writing for secondary school students, in general, and none in Jordan, as far as the researcher's knowledge.

This chapter consists of two main parts. The first part reviews the theoretical background, and the second part repots a number of related studies classified according to their purposes. The purpose of this review is to provide awareness of the previous research in this field, make use of the previous studies to write the theoretical background of the study, developing tools and interpretation of results, and to clarify the rationale for choosing the variables of the study.

2.1. Theoretical foundation

This review starts with an outline of reading comprehension and writing, including examples of reading comprehension and writing techniques that researchers

found successful in helping students understand what is read. Followed by an overview of constructivism, Vygotsky's sociocultural theory of learning, the theoretical background for scaffolding, and types of scaffolding, a brief explanation of zone of proximal development in addition to a concise briefing of cooperative learning that forms a significant part in scaffolding instruction, is stated. Further, the role of the teacher for its importance in general and in delivering the scaffolding instruction in particular is also discussed, attitudes towards learning English is revised as well. A review of literature including studies related to scaffolding in general, followed by literature specifically addressing English language learning, is reported.

2.1.1. Reading comprehension

Reading comprehension is complex; it is a master key to school success. Tharp and Gallimore (1988:108) claimed that comprehension is widely understood to require "the weaving of new information into existing mental structures" (cited in Walqui, 2006: 171).

The development of comprehension skills is not a quick, flashing action, on the contrary it is a long term development process which depends heavily on language and text experiences from early stage of life. Learning how to decode and learning how to abstract the meanings of new words are not uncommon while reading a text (Pressely, 2000).

2.1.1.1. Factors affecting reading comprehension

Reading comprehension depends on a variety of factors. Irwin (1991) identified three major factors that affect reading comprehension: the reader, the text and the purpose, while Sweet and Snow (2003) claimed that the major factors are: the reader,

the text and the activity, provided that they exist in a sociocultural context. However, reading comprehension can be affected by other factors such as the reader's interest, purpose of reading, the organization and layout of the text, difficulty of the vocabulary used in the text, the student's background knowledge, the situation, the concept load and the presence of figures, illustrations, and diagrams. The process of comprehension is not something that occurs after reading a text. It begins before the student starts to read, and continues even after he/she completes reading. Therefore, experienced teachers divide instruction into pre-reading, while reading and after reading phases. Such classification of the reading phases helps the teachers to design activities that are suitable for each phase, and provides opportunities to practice various reading comprehension strategies (Gill, 2008).

Research suggests that along with the knowledge required to decode words, comprehension is critical to successful reading (Afflerbach, Pearson, and Paris, 2008). Comprehension can be described as understanding text that is read, or the end product of constructing meaning from text (National Institute of Child Health and Human Development, 2000). For something to become regular, the activity must be practiced repeatedly, correctly and thoughtfully, sometimes with the assistance of others, until it becomes a habit (Afflerbach, et al., 2008).

2.1.1.2. Description of reading comprehension skills

Reading comprehension skills separate the "passive" unskilled readers from the "active" readers. Skilled readers do not just read, but they interact with the text as well. Nevertheless, knowledge and skill alone do not guarantee understanding, information that is not understood do students little good. Skilled readers usually predict what will happen next in a story using clues presented in text; create questions about the main

idea, message, or plot of the text; monitor understanding of the sequence, context, or characters; clarify parts of the text which have confused them; and connect the events in the text to prior knowledge or experience. In this integrated view, the more experience the students have with a particular text, the easier it is for them to connect what they know and what they are learning (McLaughlin and Allen, 2002).

The processes of comprehension occur in the mind, making it more difficult to offer guidance, support and practice, because it is not easy to see what the reader is thinking. Even though this is the case, research has suggested that comprehension strategies/skills can be taught, and when taught, can develop better processing systems that increase comprehension. These comprehension skills are taught and reinforced in a number of ways. When approaching a text, teachers guide students to think of the title and build ideas about what the text will say. Teaches help their students to master the habit of evoking their prior knowledge and information on a subject when they read to enhance comprehension (Walqui, 2006). The effective teacher, however, abandons the conventional role and becomes a mediator and a facilitator who provides explicit explanation, modeling, and scaffolding to help students construct clear understandings about the text content. Such a teacher meets the requirements of a scaffolding teacher (Fung, Wilkinson, and Moore, 2003).

Once a student has started reading a text, the reader should confirm, modify, or refine his/her impression about the main idea. They should identify the main idea. Teachers should provide significant practice in distinguishing the main idea in a paragraph or essay from supporting details or other components.

The meaning of certain vocabulary terms and expressions in context can aid or impede reading comprehension. Students should note confusing terms, make assumptions about their meaning, and monitor whether their assumptions lead to better

understanding or confusion. Vygotsky (1978) argued that a learner transfers the already possessed system of meaning in learning a second or a foreign language; that is, some kind of interaction between the first and acquired language takes place. Therefore, the foreign language acquisition is not a copied version of the first language learning process; on the contrary, the learner uses an analogous system that complements with the already possessed system and eventually the learning process takes place (Fung, et al., 2003).

The vital skill for readers is to monitor their understanding as they proceed through the text. All readers occasionally fail to grasp the meaning of certain passages. Skilled readers quickly note their need to review what they have read and return to the problematic passages to gain better understanding. In teaching reading, the teachers need to stop simply practicing reading and focus on assisting and supporting their students to extend their capacity to read constructively. They must encourage the students to identify the purpose of reading, and avoid reading on behalf of the students. The scaffolding activities that occur in pre-reading, while reading, and post-reading, can empower the students to choose what to read in accordance with their needs and purposes. In modeling, the teacher verbalizes his/her thought processes as they read. The teacher can model some processes such as asking questions of the text, guessing the meaning of new or difficult words, re-read some parts or paragraphs to demonstrate that reading is not a linear process (Wilson, 2003).

Asking questions is another fundamental technique in teaching reading comprehension. Constructivist theory emphasizes that learners must create their own meaning from the text they read. Teachers must not impose their interpretations of the meaning thinking they are helping the students to bridge the linguistic and cultural gap. The teacher's questions must emphasize the students' text awareness rather than the text

content. Therefore, the teacher's questions can help in increasing the students' insight of the text. Students need scaffolding for inquiry and to be challenged with questions. Encourage students to ask good questions and hunt for the right answers critically evaluate these answers and reflect on them, and construct new learning is the goal of the constructivist theory of learning (Proctor et al., 2007).

Reading comprehension includes four distinguishing and inter-reliant processes: decoding, literal comprehension, inferential comprehension, and comprehension monitoring. In decoding, the learner uses the printed word to refresh the word meaning in his/her memory. This could be achieved either through direct association between the printed word and its meaning or via using letter-sound representation. Literal comprehension engrosses gathering activated word meanings to form propositions, while inferential comprehension involves looking beyond the directly stated ideas in order to come up with new integration, summarization and elaboration of these ideas. The last component; comprehension monitoring, encompasses setting a goal for reading, and continues a close check of reaching it; otherwise, remedial steps and strategies are to be set (Fung et al., 2003).

There are many approaches that deal with the reading comprehension processes; one of which is the bottom –up processing that focuses on developing the basic skill of matching sounds with letters, syllables and written words. The other well –known approach is the top-down processing that focuses on the background knowledge a reader uses to comprehend a written text, in addition to the interactive approach that attempts to balance between the two previous types of processing (Nuttall,1994). According to Yang and Wilson (2006) top-down and bottom–up are strategies included in decoding practices, where the first includes guessing meaning from text, predicting, using background knowledge, and using text structure; while the latter includes searching for

the meaning of the unknown vocabulary, practicing grammar structures, and following reference chains.

2.1.1.3. The Importance of learning reading comprehension skills

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake tests that control advancement through elementary, middle, and high school and that determine entrance to college are in large parts, a measure of reading comprehension skills. In short, building reading comprehension skills requires a long term strategy in which all the reading skills areas (phonics, fluency, and vocabulary) will contribute to success. Reading in a foreign language is usually hard, because the reader encounters unfamiliar words, grammatical structures, context conventions, and cultural context. In fact, there is no perfect way to understand a text. Each reader constructs meaning in a different way, depending on the purpose of reading, the reader's background, and even the state of mind. Usually, there is no single, unequivocal meaning in a text. Thus, reading involves constructing meaning from text through intermental and intramental communication (Yang and Wilson, 2006).

Reading comprehension is very important to the development of children's reading skills and therefore to their ability to obtain an education. In carrying out its study of reading comprehension, the National Reading Panel (NRP) (2002) noted three main themes in the research on the development of reading comprehension skills. First, reading comprehension is a complex cognitive process that cannot be understood without a clear description of the role that vocabulary development and vocabulary instruction play in the understanding of what has been read. Second, comprehension is

an active process that requires an intentional and thoughtful interaction between the reader and the text (text comprehension instruction). Third, the preparation of teachers to better equip students to develop and apply reading comprehension strategies to enhance understanding is intimately linked to students' achievement in this area (Shanahan, 2006).

Nuttall (2004) considers scaffolding as one of the important procedures that promote learning. Each student starts learning on his own initial level, hesitant to take the next step. The teacher’s task is to be there for them, to scaffold them by providing the proper kind of support and encouragement. Nuttall resembles the act of scaffolding learning to teaching a baby how to walk, you offer a hand but you do not carry the child, you push and urge to move one step towards the next level till they become capable of performing the task that seemed to be beyond their capabilities at the beginning of the learning process. The research suggests that good teaching of strategy use includes the gradual release of responsibility from teacher to student use (Duke and Pearson, 2002). Students make expectations of how texts should be dealt with based on their prior experience, and develop a suspicious eye trying to identify the author’s stance (Yang and Wilson, 2006). Teachers strive to enable their students to become independent readers, therefore, they demonstrate/model the usage of strategies through explanation, they help students to create their own meaning from text and they gradually release the responsibility of strategy usage to students by offering guidance and support while students practice the strategies. With guidance, support and practice, students begin to use the strategies automatically.

2.1.1.4. Constructivism and reading

Constructivism fundamentally a theory based on observation and scientific study emerged in the early 1980's, is the label under which falls a set of theories about learning. Constructivist approach to learning is theoretically grounded on both Piaget's (1954) and Vygotsky's development research (Lipscomb, Swanson, and West, 2004). The constructivist main ideas are based on the concept that a child discovers the world he lives in and builds his own meanings. Henceforth, knowledge is not passively received but built up by experiencing the world and not just by being exposed to it. It is in a way, how a learner understands things and reflects on his /her experience in terms of developmental stages and learning styles. When an individual encounters something new, he usually reconciles it with his/her previous ideas and experience, maybe changing what he/she believes, or maybe discarding the new information as irrelevant. In any case, the learner is an active creator of his/her own knowledge. To do this, the learner must ask questions, explore, and assess what he/she knows (Kiong and Yong, 2001).

Since constructivism is a way of thinking about knowledge and the act of learning; it is not the simple rigid act of ingesting knowledge presented by the teacher or the textbook. Social interaction activates prior knowledge, concept modification, and development of the learners' cognitive structures. Henceforth, constructivism considers learning and teaching as a social process whereas learners use their senses to build connections between their prior and new knowledge (Zaitoon, 2007). Adults guide and support knowledge construction by providing the learner with structure and help.

According to Piaget a child interacts and builds knowledge throughout all his developmental stages, while for Vygotsky, social interactions stimulate learning. The learning potential possessed by the child and the guidance he receives determines the

level of achievement and knowledge construction as knowledge is only constructed as a result of people interactions, exchange of information and communication (Sharpe, 2003). Piaget and Vygotsky were in agreement that social factors greatly affect child development. Piaget in his early work (1928/1995) emphasized the role of social interaction in the construction of knowledge. He argues that social life is a vital factor in the development of logic. In addition, Piaget mentioned that social relations improve the mental structures of individuals (Bedrova and Leong, 1996).

In the classroom, the constructivist view of learning can point towards a number of various teaching practices. In the most general sense, it usually means encouraging students to use practically active techniques (experiments, problem solving, and inquiry research) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure he/she comprehends the students' preexisting conceptions, and guides the activity to address them and then build on them. Constructivism activates the student's innate curiosity about the real world and how things work. It focuses on understanding the functions and mechanisms of things around them. Students are not requested to reinvent the wheel but, rather, they must attempt to understand how it turns, and how it functions. They become engaged by applying their existing knowledge and real-world experience, learning to hypothesize, testing their theories, and ultimately drawing conclusions from their findings (Gill, 2008). A constructivist theory of learning suggests that comprehension improves when the learner constructs his/her own interpretations of the text. Using graphic organizers, drawings, and writing can enhance the learner’s reading comprehension.

2.1.2. Writing

Graham and Harris (2005) proposed that writing is a complex task. It is a primary platform for students to express their knowledge, and a means for students' self-expression of their creativity. It is advised to establish collaborative writing where a group of students engage in an active reflective thinking, and provide a diversity of perspectives and interpretations, argue and negotiate on the meaning of ideas to be stated during writing process. According to Storch (2005) collaboration through the writing process creates a joint responsibility and promotes a sense of co-ownership which, in return, stimulates students to contribute to the process of decision making concerning all aspects of writing. In addition, collaborative writing may enhance what Donato (1988, 1994) termed as collective scaffolding which is a process for pooling of knowledge about language (cited in Storch, 2005). In relation to the significance of scaffolding in teaching writing, it helps students foster creativity, and write their own texts with confidence (Gibbons, 2002).

Writing is also considered as a kind of knowledge transformation. During the process of writing, the writer is involved in both construction and transcription of meaning at the same time. In addition, the rules and mechanics of the writing must be thought of while writing. Thus, the writer experiences a confusing cognitive overloading in composing a text, in the absence of planning and organization during the writing process (Haneda and Wells, 2000).

2.1.2.1. Constructivism and writing

Writing and reading have long been considered to be related activities. Constructivist theory as well as research asserts that writing and reading are both meaning-making activities. What we write and how we write is governed by the

language of the community of people within which we write, and to whom we write (Bruffee, 1999). Essentially, writing is mere act, but writing well is a skill.

Many writers considered writing as a cognitive process; nevertheless, recently there has been a change in the way writing is considered. Recognizing that teaching and learning are social activities, sociocultural theorists viewed the writing process as a sociocultural point of view. They claim that writing as a learning activity requires working with others to create ideas and shape perception. The use of small groups or pair work in writing classes helps in fostering interaction and co-construction of knowledge. In the final stage of writing; the peer review stage, raises students' awareness of audience considerations and helps students develop analytical and critical reading and writing skills. Research on collaborative writing has revealed positive findings (Storch, 2005).

Anthony (2007) suggests that writing is a powerful instrument of thinking because it helps the students to have control over their thoughts and shapes their perceptions of themselves and the world around them. The written word is a reflection of the writer's identity. Students writing abilities and skills can develop gradually; this type of progress is not necessarily on regular pace. In order to become empowered and skilful in writing, students need concentration, appropriate instruction, practice, and most importantly, patience. Henceforth, empowering students by giving them the chance to play an active role in their education and learning has been a distinguished characteristic in the constructivist classrooms. To teach writing effectively has been perceived as a challenge that requires focusing on knowledge, skills, and strategies that have proved effective as well as the effect of attitudes on composition. Time constraints largely affect the produced writing. Teacher's attitudes about writing influence students'

motivation, as a matter of fact, the teacher plays a key role in students' perceptions of themselves as writers (Hansen, 2001).

Teachers observe in order to learn about students' attitudes and interests in writing, the writing strategies they use, and how students interact with classmates during writing. While observing, teachers may ask students questions such as: What are you writing about? How is it going? This type of informal observation, although not classified as such, enables teachers to make instructional decisions based on observation and demonstrates to students that teachers are supportive of the writing process (Anthony, 2007). It can be concluded that writing is an integral skill used both in the process of learning and as a product of learning.

2.2. Vygotsky's sociocultural theory of learning

Social constructivism is considered one of the three main schools of thought in the constructivist theory of education. It describes the process of both teaching and learning. The fundamental issue in social constructivism is that knowledge is constructed through social interactions; this knowledge is only viable if it matches the social consensus. Social constructivism is based on the ideas and work of Lev Vygotsky, the father of social constructivism. It emphasizes that learning occurs in a sociocultural environment where interactive pedagogical practices enhance learning. Dialogue in a social context between teacher and learner, between learners, or between text and reader is an interacting process with the source of ideas and knowledge that would be reconstructed in the minds of learners (Yang and Wilson, 2006). According to Vygotsky, nature plays an important role in the child's development; nevertheless, he emphasized the nurture issues as well. Social interactions develop the child's mental process where they receive guidance and support from their parents and the other people around them. They eventually develop external self-talk that Vygotsky termed inner

speech. This whole process was called internalization (McDevitt and Ormrod, 2004). Accordingly, learning is both interactive in the sense that interaction between the learners and the source of knowledge takes place, and in the sense that learners are active in constructing and reconstructing knowledge in their minds (Wilson, 2003).

The social constructivist learning theory is considered by several researchers, educationalists and teachers as central to instructional enhancement. It provides a psycholinguistic explanation for how learning can be advanced through interactive pedagogical practices. Students are usually interested in social interactions; consequently the social involvement develops a sense of safety in the classroom, and addresses the students' interest in exploring their identities (Mehdian, 2009).

Further, Vygotsky considers social interactions with mature people and peers as a stimulant to move up mental functions to higher cognitive levels. The process of constructing a representation of physical or mental actions is called the internalization process during which a child creates ways to adapt his/her thinking strategies and behavior. Learning does not occur in isolation, it occurs in social context (Yang and Wilson, 2006).

Vygotsky focuses on concept formation as a basic social constructivism that can be considered as an extension of constructivism (Kiong and Yong, 2001), where it is believed that people do not think in isolation, a social environment scaffolds learning , choices and solutions of problems ,ways of thinking and behavior. In short, the social influences form a student's constructions (Verenkina, 2003). Thus, learning is viewed as a process of social apprenticeship that occurs beyond the learners' current competence (Walqui, 2010).

Imitation is another important notion in Vygotsky's theory where he believes that through social interactions, children observe, imitate, internalize and construct

higher cognitive functions**.** Reading, like learning, is a social practice because the social context influences what you read, when you read, where you read, who you read with, and undoubtedly, why and how you read (Yang and Wilson, 2006). Another fundamental notion in the social constructivism is the concept of scaffolding and working within the learner's zone of proximal development.

2.2.1. Scaffolding

Scaffolding does not mean teaching; it means teaching and learning at the same time. The term "scaffolding" that means a "temporary or movable platform" for construction workers as defined by Vygotsky, 1978 (Clark and Graves, 2005), has a metaphorical origin and possible implications. In the classroom, the workers are the learners, and the teacher designs scaffolds for temporary students use. It takes roots from Lev Vygotsky's theoretical concept of the ZPD in 1980s.

Scaffolding or learning support is a term with an interesting history. Wood, Bruner and Ross (1976, p. 90) defined scaffolding as:

''A process that enables a child or a novice to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts. ''

They originally coined the term scaffolding as a metaphor to describe the effective process by which an adult, a peer, or competent person assists a child to perform a task beyond his or her current capability. The term can be traced to Vygotsky's (1978) concept of "the zone of proximal development", that is the actual developmental level of the learner compared with the level of potential development that can occur with guidance or collaboration with a more competent person. The appeal of the concept lies in the fact that it directs attention to the need for support in the learning process, and does so in a way that emphasizes that excellence in teaching is

necessarily responsive to the state of understanding achieved by particular learners. In environments mediated by technology, a human tutor, peer students or intelligent agents can provide scaffolding so that learners attain new skills, concepts and knowledge (McLoughlin, 2004; Stone, 1983).

As claimed by Verenikina (2008), Vygotsky never used the metaphor of scaffolding in his work, which is by all means not expected to mean anything to a Russian person, consequently the implementation and operationalization of the scaffolding metaphor in educational research is inconsistent and loosely used to refer to different things.

Bradley and Bradley (2004) identify scaffolding as the contextual support for meaning that is offered through simplified language as in avoiding the use of idioms; teacher modeling; using graphic organizers, tables, graphs, and visuals; hands-on learning; and cooperative learning. According to Vacca (2006) reading arouses an innate curiosity in students and stimulates them to dig deeper into a text to find answers and meanings. Questioning is the master key to comprehension as human beings are always in non-stop thirst for understanding the world around.

Scaffolding has been applied by researchers and educators to a number of learning areas (Verenikina, 2008). It is now widely used as a metaphor for the temporary supporting structures that assist learners to develop new understandings, new concepts, and new abilities. Characteristically, 'scaffolding' provides high levels of initial, deliberate, and well-planned support, and gradually reduces this as students move towards independent control of the learning activity or text. Scaffolding enables students to achieve higher levels of performance than they could achieve on their own or without the strategic guidance and support of the teacher. In the field of language and literacy, scaffolding activities usually focus on making clear the literacy demands and

learning expectations embedded in texts and tasks required for successful school learning, and on providing proper opportunities for joint of knowledge between teachers and their students (Gibbons, 2002). Successful communication demands mutual understanding of ideas and intentions between all participants of an interaction (Walqui, 2010).

In the educational settings, scaffolds can be any of or combination of cognitive and metacognitive tools or strategies used in performing instruction either by human or computer-based instructors to help learners gain an understanding that would not be possibly accomplished by the learner alone (Wikipedia). The scaffolds facilitate a student's ability to build on prior knowledge and internalize new information, and to achieve beyond their current capacity (Meyer, 1993).

Scaffolding can be interpreted as high challenge, and high support (Wilson, 2003). Levels of support may vary in form, essence and context. Support is offered when the teacher models the targeted performance of a task, giving verbal explanations that explain the elements of the task and strategy. Limited support would be the provision of cues to some aspects of the task to complement what students have already mastered. It is the teacher's responsibility to watch and decide when and how much support and help is needed; scaffolding can be a moment-to moment help (Davis and Miyake, 2004).The type and amount of support needed depends on the needs of the students during the time of instruction (Van Lier, 1996).

Davis and Miyake (2004) who claim that Wood, Bruner and Ross were the first to use the term scaffolding, in instructional context, in their 1976 article, "The Role of Tutoring in Problem Solving", clarified that there were four key features of scaffolding

1) Adults take responsibility of providing learners through face -to-face dialogue with the necessary support and assistance to encourage them to participate in a learning task

that would be hard to achieve as it lies beyond their understanding and abilities. Explicit explanations are given by an expert to elaborate on the learners' emerging understandings; 2) Support and assistance are provided by the teachers upon a precise and careful diagnoses of the current level of the students; 3) Support can vary and can be presented in different ways and types; 4) Support is never permanent. It is a temporary action and withdrawn gradually over time (Davis and Miyake, 2004, p. 266). This assistance serves several key functions such as: recruitment of the learner’s interest, reduction in the extent of freedom, maintaining goal oriented, emphasizing critical task features, controlling frustration, and displaying the best solution trails (Stone, 1983). In SI, opportunities inviting the active participation of students are provided to assume control of the knowledge building process.

In the educational setting, scaffolds may include various techniques of support such as models, cues, prompts, hints, partial solutions, think-aloud modeling and direct instruction (Hartman, 2002). Henceforth, scaffolding focuses on the externalized support received from instructor guidance and peer interaction. Both cognitive and metacognitive processes needed for task achievement and students' success facilitate the internalized understanding of the learning process (Stahr, 2008). Therefore, the concept instructional scaffolding is complex where teachers have to determine what, how much, and what kind of help to give to students in a moment’s notice (Rodgers, 2004). Some teachers consider scaffolding instruction to be one of the most effective instructional techniques available (Cazden, 1992). The forms of learning activities that have the capacity to provide scaffolding for peers include collaborative and cooperative activities, those involving discussion and dialogue and more defined support activities including peer assessment, peer editing, and peer tutoring. From this simple understanding it can be concluded that pedagogic scaffolding can be defined as

instructional help provided for the construction of the learners' mastery of certain knowledge and competencies.

According to Kiong and Yong (2001), SI in teaching reading comprehension can be implemented through various phases:

Phase 1. Working on the gap in the learner's knowledge. A teacher has to structure an activity by building on the current knowledge of the learner. He/she has to take what the student knows already then helps him/her incorporate this material into the new material being learned. Asking questions to extend the skill level of a learner could be one of the effective methods. The teacher uses what is correct in the student's response to help him/her get the whole answer. Encouragement, continuous motivation and feedback are cornerstones in the SI.

Phase 2. Modeling as students need to be given clear examples of what is expected from them to imitate. The teacher models the whole process of problem solving. Explicit and successful modeling helps students to recognize the expectations of the tasks.

Phase 3. Encouraging student performance where both the teachers and students model the problem solving process. The teacher verifies the students' responses. If the understandings are incorrect, the teacher offers clarification, but not without emphasizing the correct elements in the student's response. In order for feedback to be effective it must be timely and corrective in nature. Brookhart (2008) asserts that after receiving feedback, the students should be able to realize how close they are to knowledge and skills they are trying to develop, and to determine what they need to learn next.

Phase 4. Providing cues to solve problems that can be voiced cues, gestures or any other kind of cues.

Scaffolding could be seen as a technique that is flexible and temporary. Once students are able to successfully accomplish the task, the scaffold should be gradually decreased and removed. Greenfield (1999) elaborated on the scaffolding issue by drawing an analogy between a building construction scaffold that has five main critical elements, and instructional scaffold. He says a scaffold has five distinguished characteristics: provides support; functions as a tool; extends the range of the worker; permits accomplishment of a task that was extremely difficult to attain without; provides help when and where needed. Scaffolding can be effective in teaching all skills, especially higher-level cognitive strategies. Unfortunately, scaffolding can be difficult when the classroom is large and students have various needs (Gallagher, 1997).

Scaffolding is a fundamentally dynamic notion, in this sense it describes how a certain level of knowledge or skill in a student changes as a result of the scaffolding process. In other words, it describes learning as a result of the help provided at a level close to the student's current level of unaided or unassisted performance (Geert and Steenbeek, 2005). Consequently, scaffolding should not be looked at as only one specific instructional technique or as a rigid structure. It is a broad term encompasses many useful and thoughtful strategies and techniques that permit the teacher to break down a task into smaller, more manageable parts which in return enable the student to comprehend the full concept, solve the problem, and achieve a goal that would be beyond his/her unassisted efforts. If used effectively, over a period of time, scaffolding has the power to help students cope with the complexity of an activity, process how they can accomplish an activity, and actually complete the given activity, independently.

2.2.1.1. Types of scaffolding

According to Saye and Brush (2002), there are two levels of scaffolding: soft and hard. An example of soft scaffolding in the classroom would be when a teacher circulates the room and converses with his or her students (Simons and Klein, 2007). The teacher may question the students' approach to a difficult problem and provide them with a constructive feedback. As indicated by Van Lier (1996) soft scaffolding can be referred to as contingent scaffolding. Hard scaffolds, on the other hand, are developed in order to assist students with a difficult task (Saye and Brush, 2002). The main issue is that the assistance provided to students is planned in advance and support is provided to students based on typical difficulties students frequently encounter while performing a particular task. This kind of scaffolding is somehow dependent on anticipation based on the teachers' previous experience. The teacher may identify hints, prompts, or cues to help the students reach an even higher level of thinking. In both situations, the idea of "expert scaffolding" is being implemented (Holton and Clarke, 2006). In the classroom, the teacher is considered as the expert and responsible for the scaffolding of his or her students. Walqui (2006) reported that the idea of scaffolding expanded from the expert-novice relationship to collective scaffolding that implies equal knowledge of a group of learners working together on a shared activity, where they create zones of proximal development for each other and engage in mutual scaffolding.

The theory of reciprocal teaching comprises three main features: scaffolding through explicit instruction (involving modeling, guided practice and independent practice), four main strategies, and social interaction (Yoosabai, 2009). Reciprocal scaffolding, a method first coined by Holton and Thomas, is a method that involves a group of two or more collaboratively working together. In this situation, the group can

learn from each other's experiences and knowledge. The scaffolding is shared by each member and changes constantly as the group work on a classroom task, which is different from Vygotsky's concept of scaffolding in which students develop higher-level thinking skills when scaffolding occurs with an adult expert or with a peer of higher capabilities (Holton and Clarke, 2006). Conversely, Piaget believes that students discard their own ideas when paired with students of more expertise. Therefore, students should be paired with other peers who have different points of view. Conflicts would then take place between students allowing them to think constructively at a higher level.

Technical scaffolding is a new approach in which computers replace the teachers as the experts or guides, and students can be guided with web links, online tutorials, or help pages (Yelland and Masters, 2007). Educational software can help students follow a clear structure and allow students to plan properly (Lai and Law, 2006).

Walqui (2006) identifies six main types of SI in teaching English:

1. Modeling where the teacher uses verbal explanations and body language as he / she elaborates and demonstrates the new material. Modeling helps in making thinking visible, as in think aloud, showing what someone thinks about the process at a given moment. The demonstration and modeling process is a key feature of instructional scaffolding. This act helps students to recognize what they should do and provide them with a model of how to carry out an activity. From this point of view, the teacher walks students through an interaction or first doing it together as a group or class activity.
2. Bridging where students activate prior knowledge. At first students feel confused and surprised, but when they realize that their already existing knowledge is valued and considered as a sense of wellness, they will be motivated and further development

will occur. Another important issue of bridging is establishing a relationship between the new material and the student's life. This helps creating a personal link between the student and the subject matter.

3. Contextualizing which can be offered in various forms. Reading textbooks with few or no illustrations can make a lesson dry and boring. To make language more accessible and engaging for learners, pictures, films, or any other type of authentic objects or realia can be used. Verbal contextualization using analogies and metaphors that closes the gap between complex ideas and the student's world experience can be effective.
4. Schema building that can be defined as clusters of meaning that are organized and interconnected. Based on the notion that building understanding is a process of weaving new information into pre-existing structures of meaning, English language teachers are supposed to reveal such connections through various well-planned activities. Therefore, advance or graphic organizers can be used to promote schema building and to decrease the students' anxiety.
5. Re-presenting the text can be one of the ways to encourage students to start the appropriation of new language. Engaging students in the act of transforming content and linguistic structures presented in the text into various genres is one form of re-presenting the text. This could happen by asking students to tell what is happening as in drama or dialogue; what has happened as in narratives or reports; what happens as in generalizations in exposition and what may happen as in theorizing. Other types of text-representations include changing a narrative text into a poem or vice versa, produce cooperative posters of a story and others. It is considered as an interesting and meaningful task accomplishment.

6. Developing metacognition refers to learners' awareness of their own knowledge and their ability to understand, control and monitor their level of understanding and manage their thinking process in order to decide when it is adequate.

Furthermore, graphic organizers can be an effective scaffolding tool because they are not simply designed to provide visual assistance to learners rather, they represent powerful instructional devices which, when associated with appropriate pedagogical frameworks, can help teachers successfully plan, develop, and finally implement integrated language and content instruction. The use of instructional scaffolds such as graphic organizers is particularly crucial in immersion settings where what content students are required to process often represents a real cognitive as well as linguistic challenge. To best assist individuals who are involved in learning academic content through a foreign language, teachers need to remember that their students are involved in a struggle against a two-headed beast, the learning of content as well as language (Cammarata, 2005).

Support for learning and problem solving could be clues, reminders, encouragement, breaking the problem into steps, providing an example, or anything else that allows the student to grow in independence as a learner (Gibbons, 2002). In short, instructional scaffolding refers to the temporary provided support that helps learners to move from their current level to their potential level, once they are there the scaffolds are gradually withdrawn and the learners enjoy mastery and independence.

In these perspectives a critical question may be raised in relation to all the already existing kinds of instructional helps provided to the learners: what is new in scaffolding? To answer this question there are some basic characteristics in the scaffolding assistance. To start with, according to VanDer Stuyf (2002) the tasks and activities provided in scaffolding instruction are just beyond the level of what the

learner can perform alone. In this case, a more capable person/adult/peer or an expert provides the proper kind of scaffolds so that the learner can accomplish the task which otherwise could not be completed without assistance. Thus, the scaffolder helps the learner through the ZPD. Additionally, the planned activities should be of high relevance to the competencies or concepts developed. Careless choice of activities may cause students' reluctance in participating in any part of the teaching learning processes, or even develop some kind of rejection and resistance. If this occurred, learning is practically impossible. Therefore, the level of the activities and material development is greatly crucial in achieving the successful mastery of learning. This increases the responsibility of the teacher to have a good level of patience and willingness to help the students to the point that he/she becomes confident that the students achieved successful learning.

In this study various types of scaffolding were implemented. Both soft and hard scaffolding where the teacher is considered the expert who provides scaffolds, and peer scaffolding where collaborative work was emphasized all through the planned scaffolding instruction, were applied. In addition, Walqui's six types of scaffolding were used, as well.

It can be concluded that scaffolding instruction is a systematic effort aims at helping students achieve success in learning through maximizing students' potentials to reach the best achievement (Vygotsky, 1978; Hammond, 1990). Therefore, to understand scaffolding there is an urgent need to shed light on Vygotsky's notion that development lags behind learning. This notion indicates two developmental levels: the actual developmental level that points to the child's current understanding; and the potential development level that shows what the child can accomplish with assistance

from knowledgeable others. This notion is closely related to the concept of the "Zone of Proximal Development".

2.2.2. Zone of proximal development

Vygotsky (1978) presented the concept "Zone of Proximal Development" (ZPD) to demonstrate how development and learning are interrelated. He gave an explanation through an example of a gardener evaluating the maturation process of his planed orchard. The gardener had to pay attention to both matured fruits (Zone of actual development (ZAD), and those still in the process of maturation (Zone of proximal development (ZPD) (Poehner, 2009). In essence, ZPD can be defined as the “area between what children can do independently and what they can do with assistance” (Clark and Graves, 2005, p. 571). In other words, it is what the child can do with help.

Vygotsky operationally defined the ZPD as the difference between what the child can achieve independently and what he can accomplish with assistance, which is based on the belief that an individual can widen his or her existing competence through the guidance of someone more experienced. The space between what the individual can do independently and what he or she can do with the help of someone else is called the ZPD, and the helpful environment within the ZPD is known as scaffolding. Collective scaffolding occurs in group work since each student, as an individual, is a novice, but all knowledge put together within the group makes its members experts when teaching each other. One of the positive effects of scaffolding seems to be “long-term” language development. This definition implies the importance of teaching as co-construction of knowledge between the teacher and the learner. Such co-learning results in the transformation of that knowledge into the specific individual knowledge of the learner (Verenikina, 2008). In other words, abilities that are completely developed exist at the

level of independent performance, while the skills that are still on the edge of emergence and that can be improved by using varying degrees of support and assistance are located within the ZPD (**Figure 1**).

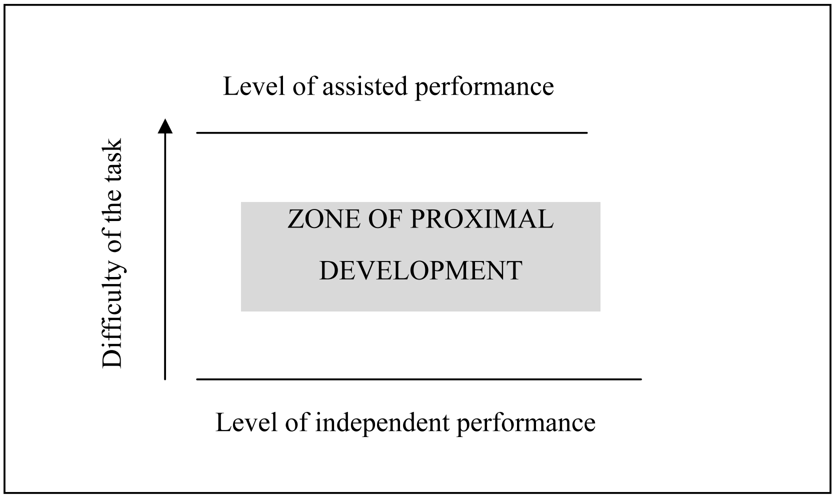


Figure 1: Zone of Proximal Development.
(Adapted from Bodrova and Leong, 1998).

However, knowledge can also be constructed as a result of peers at similar ZPDs interactions (Poehner, 2009). The ZPD is important because it attracts attention to two phases of development; the skills and abilities which are the result of the past development “fossils”, and those which are just emerging. Vygotsky did not come up with a detailed theory of instruction using the ZPD, but still he broadened the concept of the ZPD to include the pedagogical activity (Walqui, 2006).

Vygotsky introduced the ZPD concept to shed light on the participatory nature of the teaching and learning processes (Verenikina, 2008). The importance of ZPD lies in the fact that it reflects the student’s current understanding in the ZPD, while in scaffolding instruction, both teachers and students work on catching each others’ thoughts. Teachers systematically appraise the students’ performance and base their responses on that appraisal. Aware of the student’s ZPD, the teachers’ instructions march just ahead of the students’ level of functioning. As the student masters the new

task, the teacher gradually withdraws support. In other words, the most effective learning occurs within the ZPD only if support is provided to the student when encounters a challenging task ahead of his/her actual development. Therefore, the task – specific support that is designed to help the student to independently accomplish the task at hand, and consequently complete other similar tasks in the future is called scaffolding (Hammond and Gibbons, 2005).

Skills that are fully developed exist at the level of independent performance and those skills that are on the edge of emergence are located within the ZPD. As the student masters a new task, what he could do with assistance yesterday is what he can do independently today (**Figure 2**). Vygotskians believe that at any given moment there are things that lie outside of the student's ZPD; thus, no matter what assistance is given, the student will not be able to learn them. When teachers aim only at the independent level of performance, the result is that the students practice only what they already know.

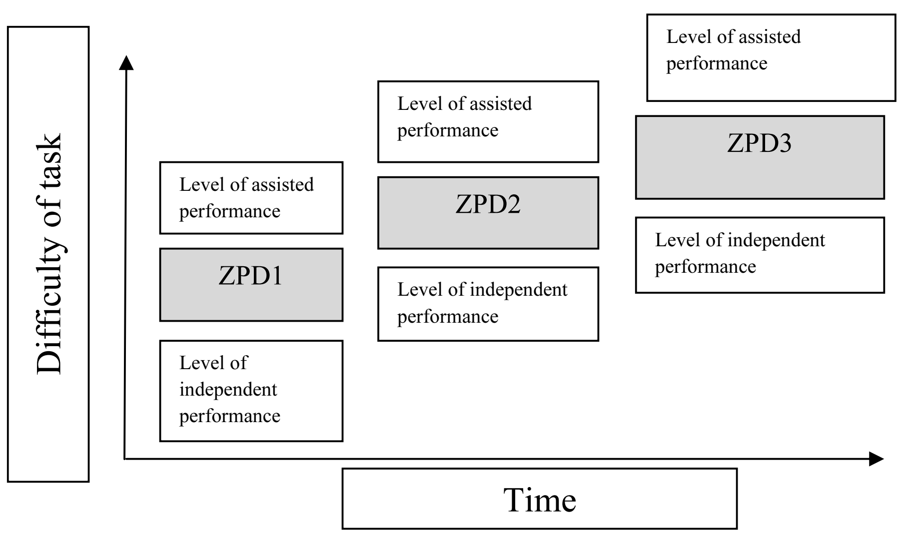


Figure 2: Changes in the child’s ZPD over time (Adapted from Bodrova and Leong, 1998).

Language is context dependent, over the long term, solely providing activities for this independent level leads to boredom. On the other hand, if the teacher aims consistently too high or outside of the ZPD, this can lead to frustration and to the student giving up because "it is too hard". Vygotskians believe that aiming within the ZPD challenges the student, but also provides the support to insure successful learning.

The guidance and support of an adult or peers can motivate and help the learner to perform at a higher cognitive level than he can achieve on his own. Therefore, Vygotsky claimed that social interactions occur between adults; peers and the learner within his ZPD accelerate learning and accomplish reaching higher levels of mental functions. The social environment prepares the learners' potentials for achievement; therefore, support, guidance, and assistance provided to learners to actively construct new knowledge are referred to as scaffolding (Stahr, 2008).

When assisted by an expert, a learner experiences models of observed successful learning or participates in more complex social activities, exactly as suggested in Vygotsky's original ZPD. When working collaboratively learners, discovery and joint construction occur; when one learner discovers something new, the partner eventually experiences this discovery too and adopts it. In case of teaching a less accomplished peer, a learner needs to organize his/ her thoughts and actions and achieve maximum clarity of expression, this involves that learning occurs while teaching. Finally, a learner internalizes teaching and learning strategies, relies on inner resources and experiment and tries new angles, in a self-directed way. **Figure 3** shows these four potential learning contexts as aspects of an expanded ZPD (Walqui, 2006).



Figure 3: Expanded ZPD (van Lier, 2004, in Walqui, 2006, p.168).

Graves , Graves, and Braaten (1996) note that, "in addition to helping children complete tasks they could not otherwise complete, scaffolding can aid students by helping them to better complete a task, to complete a task with less stress or in less time, or to learn more fully than they would have otherwise" (1996, p.30). Students' background should be considered prior to exposing them to new knowledge in order to ensure they are able to learn a new strategy or grasp a new tool. Teachers should use scaffolding to help students navigate their own ZPD and extend their current knowledge and skills (Wiseman, Elish-Piper, and Wiseman, 2005). Scaffolding would thus consist of an adult control over the task. Peers exchange ideas and support each other to achieve better learning. The main target in the ZPD is to watch students actively engaged in their learning and performing a task with enthusiasm, with the future outlook to become self-directed and life-long learners (Verenikina, 2008).

2.3. Cooperative learning

Human beings are social creatures by nature and cooperation has been identified, throughout history, in all aspects of our lives. Therefore, it is important that a teacher embeds learning in a social context. Cooperative learning is generally defined as a teaching arrangement in which small, heterogeneous groups of students work together and exchange ideas to achieve a shared goal. Cooperative learning involves joint intellectual efforts by students or students and teacher. It involves interdependence skills and results in rewarding outcome (Orlich, Harder, and Callahan, 2007). Students encourage and support each other, assume responsibility for their own and each other's learning, employ group related social skills, and evaluate the group's progress. The basic elements are positive interdependence, equal opportunities, and individual accountability. The students' interactions lead to exchange of some knowledge of prior experience, and reveal an impact on their perspectives (Teague, 2000).

Collaborative learning has been shown to encourage the growth of student interdependence responsibility, interpersonal skills and cognitive and critical thinking skills. In second language learning, collaborative learning models are applicable in the instruction of students of varying ages (from children to adults) studying in a variety of educational environments (primary, secondary, higher education), in second or foreign language settings, of a range of proficiency levels (from inexperienced beginners to highly advanced learners) and in conjunction with other pedagogical approaches and methodologies. Collaborative learning has been evidenced to positively affect learners' attitudes and enthusiasm towards their target language (Bruffee, 1999).

Cooperative learning has been found to be a successful teaching strategy at all levels, from pre-school to post secondary. The developmental characteristics of school students make cooperative learning a good fit of teaching strategy for the needs of the

students. Young adolescents need to socialize, be part of a group, share feelings, receive emotional support, and learn to see things from other perspectives. Cooperative learning groups do not separate students on the basis of class, race, or gender. It is a peer-centered pedagogy that promotes academic achievement and builds positive social relationships. Building confidence and creating a sense of group membership are two important outcomes of group interactions (Mehdian, 2009). Cooperative learning activities should not be merely simple group work that requires the completion of some worksheet; on the contrary, they should focus on complex issues that stimulate the student to critically analyze the task and apply the higher –level thinking skills (Teague, 2000). According to Nuttall (2004) oral classroom interaction is a co-operative performance, so it is preferable to urge group or pair work to achieve better interaction between the learners. Students learn from one another's attempts; especially the unsuccessful ones because imperfect trials show what the student need to move to the next step and determines the size of scaffolding "push" that is necessary for him to go on.

In group interactions, the teacher should make sure that there is at least one student of higher proficiency who can play the teacher's role as a scaffolder in providing the necessary scaffolds and support to the rest of the group, thus individual differences should be considered in group composition (Mehdian, 2009). Working cooperatively helps students to become exposed to varying points of view; they gain tolerance and appreciation of the task outcome. When students work alone throughout the learning process, they are operating within a narrow frame of reference. All their ideas form from their own personal experiences, knowledge skills and interests. Peer review provides an assessment from unbiased outsider which can be a vital feedback

that the student cannot see through his/her eyes. When students work together they will experience expanded insights, and this will enlarge awareness, along with ability.

2.4. The role of the teacher

The reason why the first years of school are so crucial and critical is because children learn the solid base of their educational life. Hallinan (2008) found that students liked school better if they felt supported with respect and praise from their teachers. The more the students liked school, the better their academic and social outcomes.

The teacher becomes the role model for those children. Therefore, it is the teacher's responsibility to create a warm and protective environment, but at the same time professional. If students are secure in the classroom, a positive impact will reflect on their achievement. Aside from their primary responsibility as directors of student learning, teachers are also taking on other roles in schools and in their profession. The teacher is responsible for the social behavior in the classroom. Teachers went through phases of development; in certain times in the past they were looked at as technicians, or agents through which a tightly prescribed curriculum was delivered. Traditionally, the teacher's role was directive rooted in authority, they were told what, when, and how to teach; many teachers simply stood in front of the class and delivered the same lessons in the same way year after year, growing gray and weary of not being allowed to change what they were doing. Instruction was delivered through what Dewey and others referred to as "Traditional" model, where the teacher emphasizes memorization of facts, lecturing and gives heavy reliance on the textbook (Teague, 2000).

Today, the seeds of a dramatic transformation in education are being planted. Prompted by enormous revolutions in knowledge, information technology, and public

demand for better learning, schools worldwide are slowly but surely restructuring themselves (Hills, 2007). Many teachers today, however, are encouraged to adapt and adopt new strategies and new practices that acknowledge both the art and science of learning. They believe that the essence of education is a close relationship between a knowledgeable, caring adult and a secure, motivated child. They grasp that their most important role is to get to know each student as an individual in order to comprehend his or her unique needs, learning style, social and cultural background, potential skills, interests, and abilities. This will stray away from the "traditional" model of the teacher, and the student will be provided with lessons they can apply in real life situations as they are presented in complex, authentic situations (Driscoll, 1994). It is inevitable as schools develop radically in scale and complexity that the teacher's role changes accordingly.

In the constructivist classroom, the focus tends to shift from the teacher to the students a matter that created a change in the teacher's role. The classroom is no longer a place where the teacher pours knowledge into passive students, who sit silently in rows at desks for hours, dutifully listening and recording what they hear waiting like empty vessels to be filled. In contrast, in the constructivist instruction, the students are urged to be actively involved in their own process of learning. This kind of instruction offers every learner a rich, rewarding, and unique learning experience. The educational environment is not anymore confined to the classroom but, instead, inquiry extends into the home and the community and around the world. Information is not bound primarily in books; it is available everywhere and all the time in bits and bytes (Hills, 2007). Placing teacher development within the constructivist framework supports knowledge construction. In constructivism the learners have the sole responsibility for their learning, while the role of the teacher has to be a facilitator of learning and designer of learning

experiences. A teacher must use content to promote learning rather than to define what will be learned. The teacher functions more as a facilitator who coaches, mediates, prompts, and helps students develop and assess their understanding, and thereby their learning. Nevertheless, it is challenging for teachers to manifest all the new responsibilities in their teaching (Al-Weher, 2004).

2.4.1. The role of the teacher in the scaffolding instruction

Effective scaffolding is a critical element of the knowledge base of all teachers who are responsible for English language learners (Pawan, 2008). As mentioned earlier (**section 2.3.1.1**.) Saye and Brush (2002) claim there are two types of scaffolds; hard scaffolds and soft scaffolds. These types can clarify the role of the teacher in SI. By hard scaffolds they meant the fixed, pre-planned support that is provided to students based on typical difficulties that the students encounter while performing a specific task. The teacher's role is significantly important where he/she can guide the student to respond to the task, ask questions, provide prompts and monitors the scaffolding process and peers' interactions. In group work, the teacher watches the students' interaction and ensures the active participation of every student. On the other hand, soft scaffolds could be human beings like teachers, other adults, or peers who can offer dynamic and situational support. This type of scaffold requires continuous monitoring of the learning progress, a careful diagnosis of the student's understandings and moment –to –moment support based upon the student's responses (Ge and Land, 2004).

The entire concept of scaffolding is based on the teacher's temporary support of the student that is gradually reduced until the student becomes able to function independently and takes ownership of the task (Hartman, 2002). One of the primary functions of the teacher in SI is to create specific experiences and activities within

which the students will learn and guide them all through these experiences and activities. The teacher, as a facilitator and a guide, helps students to construct their own knowledge through exploration (Teague, 2000; Bradley and Bradley, 2004). While engaged in scaffolding, teachers become facilitators of learning in an instructional dialogue based on flexibility and exchange of ideas. Scaffolding fosters student academic achievement, self-esteem, and social skills. With scaffolding, a teacher aims at developing students' competencies, making them more attentive and eager to learn; an effective teacher allows learning to be interesting (Ediger, 2000).

In the classroom, the teacher is circulating, directing, assessing, guiding and encouraging. He/she explains, step-by-step, how a decision was made or a conclusion reached. This explanation often takes the form of group discussion. The discussion is a flow of interaction between students and teacher and between peers. Later, the teacher shifts from teacher to coach as the students take over the particular skill and show mastery. The performance of the student is coached until the mastery of the skill develops. The teacher monitors and watches the student's progress until the student demonstrates full control over his/her learning (Hansen, 2001). Some experienced teachers gain the intuition to guess the potentials of each learner, and become able to give the required little push for individual learners. The teacher models at first, but eventually, the students grasp the modeling process and take charge of becoming scaffolders for one another (Nuttall, 2004).

Pawan (2008) claimed in her study that the value of language teaching is not a question of the teachers' ability to implement good or bad methods and strategies, but rather their ability to make teaching vivid, active, alive or operational enough to create a sense of involvement and ownership for both teachers and students.

This indicates that the teacher's role, as it is the goal of all educators, is to provide students with a path to independence and life –long learning. However the teacher should be very careful and attentive because too much support can be overly restraining.

2.5. Attitudes towards learning English

Language learning is an emotional experience which generates emotions that can have crucial bearings on the success or the failure of the learners. Gardner (1985) identifies attitude as the process of evaluating or reacting to some referent in the world or an object based on our individual beliefs or perceptions on the nature of this referent. Hogg and Vaughan (2005) claim that an attitude is a hypothetical construct that represents an individual's degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place, or thing.

Past attitudes can influence the formation of present attitudes; in addition student self-image plays a role in attitudes towards school and learning. One's self-worth often comes to depend on the ability to achieve competitively. In our society, human value is often equated with achievement, and, in recent years, the emphasis to improve measurable academic achievement has taken precedence over all other forms of achievement in school. The unintended consequence of this is that the classrooms of today are designed more than ever to undermine an individual's sense of self-worth. Students become convinced that not having ability is why they fail. This leads to a desire with the student to protect their self-worth by adopting failure-avoiding strategies, such as setting unrealistic goals, or choosing to withhold effort, or create passive attitude toward teachers and classes (Alderman, 2004).

Sadler (2005) suggests that teachers should stress the connection between personal experience of students and comprehension, in an attempt to increase students' motivation and self-confidence. This way a student understands that answers are not always provided in the text and that answers may differ due to interpretations based on each individual experience. It is crucial that teachers understand and celebrate what each student brings to class if they want to motivate students to participate in the English class. Hallinan (2008) found that students liked school better if they felt supported with respect and praise from their teachers. The more the students liked school, the better their academic and social outcomes.

Beyond a student's ability to recognize, understand and retain information learned in a foreign language, a number of both obvious and subtle factors must be present to create the conditions for fruitful language learning. Motivation, encouragement and enthusiasm on the student's (and teacher's) part can serve to generate a language-learning environment where the student establishes not only a deeper understanding of form, meaning and use of the language, but also forms a positive, lasting connection to the foreign language learning process. In successful language learning situations, consideration of the language learning process, including learning environment, engagement strategies and utilized pedagogical tools, is equally pertinent as ensuring language acquisition, the product, is achieved.

2.6. Related literature

A lot of research has been conducted on scaffolding students learning adopting the Vygotskyian concept. Hereby studies were classified into four main categories : using scaffolding instruction in teaching various subjects to different levels of learners, studies conducted on scaffolding literacy; reading comprehension and writing in

English which were unfortunately scarce, studies on scaffolding reading comprehension and attitudes, and finally research on scaffolding writing and cooperative work. The intact relationship between reading and writing hindered separating them into two different categories and most of the mentioned studies in section two joined studying both of them at the same time.

I. Studies conducted on scaffolding in other disciplines

Learners of any type of interdisciplinary or integrative curriculum count heavily on the instruction provided to achieve learning. White and Manning (1994) investigated the efficacy of a verbal scaffolding instructional program designed by the researchers to teach young children how to use private speech while working on school tasks and problems. They used two different contexts for solving problems; common school tasks and analogical reasoning problems. The study included thirty-four 5-year old kindergarten children who attended a public school. Data analysis revealed that there was an effect on the treatment group use of 3 of the 4 levels of private speech. There were no significant differences between the two groups on the post-assessment of geometric analogy reasoning. In addition, positive effects of the instructional program on the treatment group classroom behavior was revealed .The results of this study provide support for the use of scaffolded cognitive self-instruction to improve young children's problem-solving private speech in the context of a public school classroom.

Katz and Kratcoski (2005), who examined classroom discourse in a technology-rich classroom, focused on the learning context. The sample of the study consisted of one kindergarten class. The kindergarten teacher that was the focus of this investigation had rich experience. Data collection sources for this investigation included a teacher survey, student work samples, language samples, and videotaped data.

For data analysis, survey data were triangulated with data obtained through work. The collected lessons were analyzed using a rubric developed from research. In specific, the rubric evaluated the evidence of the three factors that encompass high standards of achievement, defined as: (1) disciplined inquiry, (2) construction of meaning, and, (3) application beyond the classroom. As for language samples, they were transcribed and analyzed using the research software program, Systematic Analysis of Language Transcripts (SALT).

Results showed that the teacher had a different image of her role in teaching. She realized herself as more of a facilitator, trying to provide opportunities and resources for students to discover or construct knowledge. In addition, she noticed a change in her way of dealing with students as she encouraged them to become more active and induced multiple activities that meet the students' needs. It was noticed that the more productivity tools were utilized, the more authenticity in the class assignment appeared. Question patterns reflected yes-no or short answers, lead the researchers to question the scaffolding potential of this discourse style as the yes-no questions were related to technology, whereas the short-answer questions shifted more to content.

To investigate the effects of question prompts in scaffolding college students' problem-solving process and motivation on an ill-structured task was the purpose of Bixler's (2007) study. He used a mixed study design, integrating quantitative and qualitative methods. The quantitative measured individual's problem solving outcomes on an ill-structured task, while the qualitative method investigated contextual information about the individual's problem solving process. Study instruments included observations, interviews, and think-aloud protocols. In addition, a posttest was designed for the treatment group only. Seventy nine college students from two Information Sciences and Technology classes participated in this study.

The results of the study revealed that students working with question prompts (experimental group) significantly outperformed students without question prompts in all four problem solving processes. As for motivation, no student in the experimental group claimed to be more motivated by prompts. Question prompts affected the participants' motivation in reducing frustration and stress, increasing self- efficacy, increasing strategic behavior and by providing a safe learning environment that lacks the threat of failure. The researcher concluded that a scaffolded teacher or peer interactions may be needed to achieve benefit from question scaffolding problem solving process. It was also concluded that question prompts may restrict students from better exploration of the available resources.

Fund (2007) aimed in his study at examining the effect of scaffolding learning components in a computerized environment for students solving science problems in simulation situations. The four scaffolding components specified were: structural, reflective, subject-matter and enrichment. Four teacher models were implemented through four supportive programs. The first focused on activating prior knowledge of students (knowledge-based), knowledge building process (strategic support program), doing the assigned activity (operative support), and assignment questions (enrichment component).The control group underwent control condition that they received no cognitive support at all. The sample consisted of 473 junior high school students (seventh grade) from 16 classes in three schools. Five treatment groups were assigned in accordance based on the Mathematical and Reading Comprehension test (MRC) that was conducted at the beginning of the research.

It was found that interaction time and scaffolding affected learning positively where the statistical analysis of the students' responses on the three subject-matter questionnaires revealed that the structural component was the most powerful in

influencing learning, while reflection combined with structural component were essential for superior achievement.

Stahr (2008) used a sample of 73 participants. They were assigned to three groups according to the learning conditions: teacher scaffolded; web-scaffolded and non-scaffolded groups. The main aim of the study was to investigate the impact of various scaffolding techniques on the evaluation of websites 10^{th} grade students in the context of information literacy instruction provided in the library media center. The same material was given to all students who were required to accomplish five research projects. No significant differences were detected between the two scaffolded groups. However; on web evaluation achievement and longevity scores there was a significant difference between two scaffolded groups and the non-scaffolded.

Practical knowledge of teachers is strongly related to their pedagogical content knowledge (CPK) according to Shulman (1986) as Pawan (2008) quoted in her study investigating the major types scaffolding as recognized by content-area teachers (CATs), and their practical knowledge (PK). The study that involved 33 CATs focused on an aspect of teacher knowledge; that is, the content area teachers' knowledge of scaffolding: how to teach and when to teach while teaching English language learners. The researcher used open-ended surveys based on a Likert scale. The findings of the study detected four types of scaffolding which are: linguistic, conceptual, social and cultural scaffolding. Knowledge of cultural scaffolding was found to be limited. It was concluded that effective scaffolding is an important factor of the knowledge base of all teachers who are responsible for teaching English language learners.

Korn and Veith (2009) conducted a six-month case study investigating how Vygotsky's concept of scaffolding can be used in collaborative project setting to support computer end-user development during all phases of the project work. The

study sample included all members of the computer club. Participants were elementary school students, parents, and tutors. They all were engaged in group-oriented project work that required planning, execution of work, monitoring and collaboration. Data were collected using field notes, observation, interviews, and video and artifact analysis. The results of the study showed that the act of scaffolding in the form of transparent visualization of the network of other participants' related previous work, and generally supportive artifacts provided contextual support in tasks which were initially beyond the individuals' capabilities or knowledge had a positive impact on the participants' achievement.

The previously stated studies focused on using scaffolding in teaching different subjects such as computer science, science problem solving and verbal scaffolding. In many of these studies computer is considered as a cognitive tool, where computer links the right type of expert to scaffold a particular student's learning, or providing a peer help system for students in computer science who needed assistance with their programming skills. The age of participants ranged between kindergarten and adults. Results support the use of SI in teaching, and indicate the importance of SI in helping teachers to acknowledge their role as facilitators and the importance of peer support in enhancing students' motivation towards learning. Scaffolding as indicated in these studies provides teachers an effective means to integrate this type of instruction into their daily practice. Collaborative work, think-aloud, modeling and questioning were effective strategies.

II. Studies conducted on scaffolding in reading and writing

Several studies have been conducted to investigate scaffolding in a number of skills mainly reading and writing. Most of these studies were examining the effect of

scaffolding on students' achievement in both skills and very few were examining these skills separately.

Supporting students as they read or write is important. However, releasing is even more important. Scaffolding supports, but it also provides independence.

Berkowitz (1986) trained four teachers, using four methods of implementing instructional procedures: (a) map-construction where students created a graphic organizer about the reading, (b) map-study in which students were given completed graphic organizers and were led by their teacher in a discussion of the structure and content of the map, (c) question-answering in which students were asked to write out answers to 20 probes about a passage, and (d) rereading where students were asked to silently read the section twice and review what was read by rehearsing to oneself all they could remember about what they read. Students were grouped by instructional procedure. The four teachers were taught all four procedures and rotated between classrooms to teach all four procedures for six weeks. By the end of the study, students who used map-construction scored significantly higher on immediate recall tasks of expository passages than students that used the other study procedures. There were no effects found in favor of the map-study procedure.

As part of the literacy and numeracy innovative projects initiative, Culican, Milburn, and Oakley (2006) applied "scaffolding literacy program" as a literacy intervention approach on at risk students and within the mainstream classrooms. The project aimed to improve the literacy outcomes for middle years students who are facing critical educational problems. A total of 95 educationally disadvantaged students were involved. The project was based on Development Assessment Resource for Teachers (DART) instrument, selected pre and post assessment purposefully designed to collect data on the scaffolding literacy impact, classroom observation and samples of students'

work. School based-data along with students and teachers interviews were conducted. For the assessment of reading comprehension, the researchers chose two similar texts (structure and vocabulary) from the same book. One text was taught in the conventional instruction, while the second text was taught using scaffolding literacy phases. However, to assess writing skills the teachers followed the same protocol as they taught writing skills in the conventional way for the first day and asked the students to write. On the second day, instruction was delivered using scaffolding technique after which the students were requested to hand in writing assignment. Remarkably better writing samples were obtained with clearer handwriting, and improved language features.

In the interviews, teachers said they were able to detect positive impact on students' knowledge and literacy skills. Both primary and secondary teachers reported the improvement of the comprehension skills along with the improvement on the mechanics of writing and structure in the students' writing. Students' self confidence, development of higher order skills, analysis and critical thinking were also observed by the teachers. The students expressed their satisfaction and awareness of their skills enhancement after been exposed to the scaffolding literacy approach. This kind of awareness motivated them to acknowledge the how they learn and the skills they required to improve their learning. It was recommended to apply scaffolding literacy in the middle years schooling for its significant impact on the students' progress and on the teachers' practices and recognition of their students' potentials.

Anthony (2007) conducted a study on 22 fifth-grade students in an attempt to investigate the effects of using Bloom's Taxonomy as an oral- questioning scaffold to improve writing in response to reading and reading comprehension through the use of higher order thinking. The participants were randomly assigned into control and experimental groups. The researcher used a pretest and posttest control group design. In

order to measure the students' outcomes, the researcher developed reading comprehension test using higher order questions, the researcher created rubric based on holistic and point scoring of writing influenced by Bloom's taxonomy. The results of this study showed that students' writing has statistically improved in response to reading and these writings revealed higher order understanding of text, while reading comprehension advancement was questionable.

Bruch (2007) in her case study, examined scaffolding of ten students in reading and writing. Three first grade classrooms in Daisy Elementary, a public school, were involved. The main inquiry was about the proper ways that a teacher or an adult knowledgeable person, scaffold the school children in their learning process as they develop higher levels of knowledge and independence in reading and writing.

The study lasted for two school semesters, and through this period all ten students (five in the pilot study; five in the case study) were closely followed up. Data were collected from various resources such as students, teachers and parents. Scores on standardized instruments (Developmental Reading Assessment), checklists, observational data, writing samples, running records and other data collection techniques were used. Teachers scaffolding techniques included specific prompts, guided reading and writing groups, direct and explicit teaching, mini lessons, small group instruction, and instruction driven by performance based assessment.

Findings of the study showed that the use of scaffolding was of great importance and the most effective. Its importance generates from being an effective means of moving students from being at risk of failure to confident, independent, self –regulated learners. The School Improvement Scores improved from previous year's scores and excelled on the district level. Students revealed consistent progress when supported and

scaffolded in their literacy acquisition. Their reading and writing performance exceeded the expected level.

Olson and Land (2007) conducted an eight year study (1996-2004), as part of California Writing Project /Pathway Project on 13 schools (9 middle schools and 4 secondary schools) where 93% of the 2000 students speak English as a Second Language. The study aimed at examining the effect of using cognitive strategies approach on the students' abilities in Reading and Writing in order to help students develop confidence and competence and to develop the required literacy for the success in the future college education.

A group of 55 teachers participated in this study after receiving intensive training, on implementing cognitive strategies including scaffolding instruction, via many planned workshops. Students' needs assessment was carried out. Scaffolding professional development for teachers was similar to that of the students where both groups underwent gradual release of responsibility. They both internalized the taught strategy to apply it independently later on.

The researchers designed model reader's and writer's tool kit model worked magic for teachers but not for students. Thus, real items were used to demonstrate declarative, procedural and conditional Knowledge. A quasi- experimental research design that consisted of quantitative and qualitative measures was used. As for qualitative measures, teachers' reflective learning logs where they collected reflective writings from about 700 students.

The findings of the study revealed that students received cognitive strategies scored better than the control group on the holistically scored assessment of academic writing for seven consecutive years. Better performance on GPA, standardized tests and high stakes writing assessments was achieved by the experimental group. Such findings

pinpointed the efficacy of cognitive strategies including scaffolding instruction that involved high expectations for the English language learners, explicit teaching, modeling and providing guided practice using various strategies and techniques.

Cumming-Potvin (2007) explored how the convergence of multiliteracies, scaffolding, and reading circles in a grade seven class can improve literacy when offered in a supportive environment. She selected a grade-7 class from a governmental school in Australia. A qualitative research design was used. The class consisted of 21 students. The focus of the study was on Nicholas, who was known to be challenged by the literacy curriculum. In –depth descriptions of participants' literacy practices were obtained through work samples, interviews, and direct observation. The results of the study suggested that multiliteracies , combining scaffolding and diverse texts through meaningful tasks, can encourage agency in student learning across the various contexts.

One hundred thirty third- year teacher trainees in the English language department in Turkey participated in a study conducted by Cubukcu (2008). The purpose of the study was to determine whether instruction using metacognitive strategies led to an improvement in the reading comprehension of expository texts, and its impact on vocabulary. The researcher used two research-purposefully developed instruments that included 20 multiple choice vocabulary pre- posttests, and a reading comprehension test developed by TOEFL. The findings of the study confirmed that comprehension can be improved through systematic instruction in metacognitive language learning strategies.

The purpose of Ermis's (2008) study was to explain the effect of utilizing graphic organizers on second, fourth, and fifth-grade students' comprehension who served as both the experimental group and the control group to compare the traditional read-and-discuss method of instruction with reading instruction that included the use of

various graphic organizers to aid in comprehension. The posttest scores of the students who received reading comprehension instruction which included the use of graphic organizers were statistically significantly higher than the posttest scores of the students who received the traditional read-and-discuss comprehension instruction. This result implied that graphic organizers enhanced comprehension and infused variety and excitement into the traditional read-and-discuss lessons.

Investigating the roles of the teacher that should be adopted in a reading apprenticeship framework to improve reading literacy among pre-college EFL learners, Mehdian (2009) included seventeen secondary school leavers who were attending a language school to improve their English language in his study. They all sat for a pre-test that was used at the end of the eight-week intervention (35 hours) as a posttest. The students were apprenticed, while the teacher was the expert. The teacher used modeling and in advance carefully prepared scaffolding strategies. He offered personalized scaffolding, in addition to guided practice for pair and group work. The students made use of the second level of apprenticeship by working together, thinking together and by making their thinking process visible to themselves and to the other students as well. Think-aloud process, cueing, prompting, and group discussions were also applied. Gradually, the students were offered more reading tasks and were asked to try their best to perform them independently.

Data were collected using observation field notes, students' reflections, insights from the final interview and the overall feedback obtained from the peer observation sessions. The comparison between the pre and posttest scores of all students revealed better performance on the posttest. It was also found that the scaffolding provided was effective in terms of building self-confidence, better students' reflections, and better reading and comprehension of the written text.

Revising the above mentioned studies it can be concluded that scaffolding literacy enhances the students' self-confidence, self-regulation, improves critical thinking and higher order skills, and has an impact on the students' progress and on teachers practice. It was also noted that oral questioning scaffold was evident in improving writing, but concerning reading comprehension the advancement was questionable only in Anthony's study. Almost all of these studies applied cognitive strategies and scaffolding instruction that included explicit teaching, modeling, guided practice, questioning, peer work, think-aloud process, cueing, prompting, and group discussions.

III. Studies on scaffolding reading comprehension

Cooke (2002) explored the effects of scaffolding multicultural short stories on students' comprehension and attitudes. The sample of the study included 121 seventh grade students and focused on the scaffolded reading experience (SRE), an instructional framework for creating before, during, and after reading activities to help students comprehend, learn from, and appreciate individual reading selections. The study investigated whether SREs could improve the students' basic understanding of multicultural stories, the inferences they make, their participation and enthusiasm toward the stories, their willingness to read extra stories, and their attitudes toward the cultures depicted. Data collection involved scores on multiple-choice and short-answer tests, responses to Likert-scale items, and answers to open-ended questions from questionnaires and interviews.

Results revealed that students scored significantly higher with the SREs than without them. The treatment was effective for both stronger and weaker readers, for factual questions on three of the stories, and for inferential questions on all four stories.

On short-answer questions, students scored higher with the SREs on all four stories. The differences between the two treatment groups were significant for three of the stories. It was noted that the treatment was effective for both stronger and weaker readers.

With respect to the attitude measure it was found that provided support increased students' involvement and enthusiasm towards reading multicultural short stories. Results on the Likert-scale items were mixed concerning willingness to read additional stories on the same culture. Results on the open-ended interview question were positive. When students were asked directly if the activities will encourage them to read other stories about people from a culture different from their own, all of the students interviewed gave positive answers. Regarding students' attitudes toward an unfamiliar culture, results from both the Likert-scale items and the interview questions provide support for the value of SREs in helping students develop positive attitudes. It was concluded based on the study results that SREs can be an option for teachers as they incorporate multicultural literature in the curriculum.

Fung et al. (2003) sought in their study to investigate the effect of a modified form of reciprocal teaching on the reading comprehension of 6 and 7 grade students of three schools in New Zealand. Four sets of instruments were used: The standardized test, The Neale Analysis of Reading Ability (1988), the researchers developed comprehension test and think-aloud tasks that examined the students L1 and L2 reading comprehension in the pre and posttest. The study lasted for 20 days in two schools and 15 days in the third school. The results revealed that the students reading comprehension improved with a statistically significant difference in their scores.

Liang (2004) investigated how reader-response and cognitive-oriented activities affect students' learning from literature. It examined the results on 85 sixth-grade students' comprehension response to literature.

Results from pretest-posttest, comprehension, and response assessments were scored using pre-designed scoring rubrics. Field notes, teachers' journals, and teacher and student interviews were analyzed using the constant-comparative method. The findings of the study showed that both the reader-response and cognitive-oriented scaffolded reading experiences promoted students' comprehension of short stories. They also revealed that using a reader-response approach resulted in students' achievement of reader-response tasks but not of more cognitive-oriented tasks and that using a cognitive-oriented approach produced the opposite result. Qualitative results indicated that both teachers valued the scaffolded reading experience framework and thought both approaches useful for their students, and that students found both the activities and purposes of the scaffolded reading experiences useful.

Cheng and Warren (2005) investigated the potential benefits of incorporating peer assessment into English language programs. Fifty one undergraduate Engineering students attending a university in Hong Kong were asked to assess the English language proficiency of their peers; the students' attitudes towards assessing both the English language proficiency and other aspects of the performance of their peers. The study also compared peer and teacher assessments. The findings suggested that students had a less positive attitude towards assessing their peers' language proficiency, but they did not score their peers' language proficiency very differently from the other assessment criteria. Students and teachers were different in their respective marking behaviors and the ways oral and written language proficiency were interpreted. While students derived benefits from the peer assessment exercise, a question mark hanged over incorporating peer assessment for both language proficiency and the other criteria into the regular assessment process until such differences are resolved. Suggestions were made for improvement in procedures and future research.

Al-Debs (2005) investigated the effect of using reciprocal teaching and semantic mapping reading strategies on the development of English reading comprehension of upper basic stage students. The sample of the study included six ninth grade classes with a total of 176 male and female students. The participants were distributed on four experimental groups and two control groups. Two training materials and a pre-post test were used. The findings of the study indicated significant differences among students mean scores due to the reading strategy being used. The two experimental groups' achievement was better in the reading comprehension and in the subs-kills than the control groups. No significant differences were found among students mean scores attributed to students' gender, while there was significant differences among the students' mean scores due to the interaction between reading strategy and gender.

Similarly, aiming at exploring the impact of reciprocal teaching strategy on improving secondary school students' reading comprehension, Hasan (2006) confirms that the collaborative component of reciprocal teaching is an essential part in the scaffolding instruction. Using pre-posttest and a questionnaire investigating the students' opinions of the teaching strategy, results were in favor of the experimented teaching strategy.

Proctor et al. (2007) conducted a 4-week initial investigation into the potential effectiveness of a digital approach to supported reading called a Universal Literacy Environment (ULE). The study focused on English reading comprehension struggling readers including Spanish-speaking English language learners. ULE encourages students to access some comprehension strategy features, such as: pedagogical coaches who model the right responses; hyperlinked vocabulary; and Text-to- Speech read-aloud.

The addressed research questions were concerned with the effect of ULE on students' vocabulary and comprehension growth and on the reading achievement related to the function of the language (English Language Learners (ELL) vs. English only (EO)).The second question investigated whether the use of digitally embedded vocabulary acquisition and comprehension strategy supports over the course of the intervention related to vocabulary and comprehension gains.

The participants of the study were 30 fourth-grade students selected from two classrooms in a school district in southern California. The teachers received sufficient training and attended two 3.5-hour training sessions the week prior to the intervention's commencement.

Results also showed that ELLs accessed the available supports, particularly the coaches and the glossary, more often than their EO counterparts, an encouraging sign given the focus of the intervention. It was also noted that accessing the embedded supports was positively associated with posttest gain in vocabulary and comprehension. These correlations were often weak, and in one case, negative. Finally, ELL status also showed weak positive correlations with feature use and gain variables. On average, students who got high comprehension scores have accessed the strategy coach more frequently than those with weaker comprehension gains. The ULE environment seemed suitable for both Spanish-speaking ELLs and struggling readers. It can be concluded that the "pulling" of supports stands for a type of self-scaffolding and is a necessity in digital environments.

Ragland (2008) examined the relationship between student attitudes toward learning and achievement levels, specifically among Hispanic students in the 9^{th} and 10th grade. The study instrument assessed the following components of student attitudes: motivation and self-regulation, goal valuation, attitude towards school,

academic self perceptions, and attitude toward teachers and classes This study found that the academic achievement of Hispanic students had a significant relationship with parents' education, parents' income, student motivation, and academic self-perceptions.

Ness (2008) driven by the sociocultural perspective, conducted a study to explore and understand the instructional strategies used by middle and high school teachers to support struggling readers. Data collection took place at two schools in Virginia. A stratified purposeful sampling approach was applied in this study. The participants included two middle school science teachers, two middle school social studies teachers, two high school science teachers and two high school social studies teachers. For data collection the researcher made use of 2,400 minutes of direct observation over a three-month period, in addition to open-ended teacher interviews that occurred after the completion of the classroom observation. The findings of the study indicated that explicit reading comprehension instruction was not a significant way that the teachers considered in helping struggling readers. Teachers, although identifying the struggling readers in their classrooms; did not provide them with the reading tools necessary to improve their reading comprehension skills. They have used compensatory strategies including didactic instruction, traditional textbook reading lectures, visual representations, group work and teacher- centered content delivery. Thus, content was overemphasized. In other words, teachers gave the priority to content knowledge over reading comprehension skills.

Investigating the effectiveness of think-aloud instructional scaffolding in teaching reading comprehension to the first- year students at a senior high school in Indonesia, Sukyadi and Hasanah (2008) used non-equivalent control group quasi experimental design. They wanted to find out the type of reading questions that can be improved when using think-aloud, in addition to the types of texts that are suitable for

using think-aloud strategy. For data collection, the researchers used a pre-posttest and a questionnaire. They found that there was a significant improvement on the experimental group reading comprehension on both inferential and literal questions. It was concluded that think- aloud scaffolding strategy was effective in improving the students' reading comprehension.

Scharlach (2008) in his intervention study "START Comprehending :Students and Teachers Actively Reading Text", aimed at designing, implementing and evaluating an innovative instructional framework that would improve classroom reading comprehension and metacognition of all students of all levels (average, advanced and struggling readers), through self-selected text. Improving reading comprehension in this study was planned for through modeling and scaffolding of eight comprehension strategies which were: Predicting/ inferring, visualizing (constructing mental images that represent ideas in the text), making connections to ideas in the text based on prior knowledge, asking questions and seeking answers, determining the main idea, constructing summaries, checking predictions, and finally making judgments. All these strategies were implemented during teacher read-aloud and active engagement of students in strategic reading. Gradual release of responsibilities occurred in a self – regulated style.

This study was conducted in one school of five third – grade classrooms in the USA. Five teachers and 81 students were involved. They were randomly distributed to three groups. The control group followed the usual read- aloud and independent reading activities. The other two classrooms were classified as strategy –only classroom and the START classrooms where teachers modeled and scaffolded the use of metacognitive comprehension strategies during read aloud preceded the independent reading of student selected texts. In the START classroom strategy instruction was implemented during

read-aloud and independent reading of self-selected text. The intervention took place for a total of 40 sessions; during a five-month period. Data was collected through a pretest-posttest design and a questionnaire. Results revealed that START classrooms students made significantly higher reading comprehension achievement

Yoosabai (2009) investigated the effects of reciprocal teaching on English reading comprehension of 12th grade students in Thailand. Data were collected from 66 participants who were categorized to experimental and control groups. The researcher used scaffolding through explicit teaching in addition to the other three main features of the reciprocal theory. The results of the study revealed that reciprocal teaching positively affected the students' English reading comprehension and their reading ability. Scaffolding as concluded was as useful as the rest of the four reciprocal strategies.

"Can automated questions scaffold children's reading comprehension", was the title of a study conducted be Beck et al**.** as part of Project LISTEN (No D.). They investigated the effect of three types of wh-questions (what, when and where). Reading tutor randomly inserted all three kinds of questions while reading stories. Cloze test responses of 404 school children were analyzed. The results revealed that a computer can scaffold the learners' comprehension of a text without irritating them.

Al-Ananzeh (2010) aimed in his study at investigating the effect of extensive reading on the achievement of vocabulary, reading comprehension and attitudes of secondary students towards English in the United Arab Emirates. The sample included grade 10 male students. Pre-posttest of vocabulary, reading comprehension and attitudes were applied on both experimental and control groups. The study lasted for 12 weeks. The results revealed that the mean scores of the experimental group were higher than the mean scores of the test group in the vocabulary and reading comprehension

achievement test. The experimental group showed a more positive attitude towards English than the control group. The researcher attributed this difference to the greater positive effect of extensive reading, thus he recommended that extensive reading should be incorporated in EFL textbook as an integrated part of the English syllabus.

Huang, Islami and Hu (2010) sought in their study to explore the relationship between support from teachers and peers and foreign-language learners' anxiety. They claimed that Language learners develop a new mode of thinking, feeling, and acting as if adopting a second identity while learning a second Language. They stated that pressure or anxiety may hinder a student from answering an English grammar question posed by the English teacher. The instruments included three questionnaires: a background questionnaire that contained demographic information, the Foreign Language Classroom Anxiety Scale to measure the extent of students' anxiety levels during language classes, and the Classroom Life Measure designed by Johnson and Johnson (1983) to assess the students' perceptions of 16 aspects of classroom environment. The results showed that teacher academic support was the most persistent variable correlated with language-learning anxiety, compared to other types of support such as teacher personal support, student academic support, and student personal support. The more academic support language learners received from teachers, the less they experienced speech anxiety, fear of negative evaluation, and fear of failing the class. Peer academic and personal support and student ease with English-language learning were positively correlated, as were peer personal support and student comfort with English learning.

The above revised studies have mainly investigated reading comprehension and students' attitudes towards learning. To sum up, the results showed that the students' scores improved after being exposed to scaffolding techniques and instruction even for

struggling readers. Reading comprehension improved and both teachers and students valued the scaffolded reading experience. Those teachers who gave priority to content knowledge over reading comprehension instruction were unable to help struggling readers in their classes. As for attitudes, the studies showed that students' attitudes towards learning have an impact on their learning. Both strong and weak readers developed a positive attitude which indicates that scaffolding instruction was effective.

IV. Studies on scaffolding writing

Sperling (1990) attempted to examine how secondary students learn to write in the teacher – student conferences. Audio and video recordings of teacher-student classroom interactions, field notes, interviews with teachers and students, collections of writing samples were the source of data. Sperling found that authoritative and directive teachers were less effective on the students' retention of knowledge, and they were less motivated to have interactions with the teacher except for some students who were able to address their teachers with a variety of questions aiming at making sure of the information they comprehend. Teachers who used to ask questions and model writing activities as a scaffolding strategy were approached by their students.

de Guerrero and Villamil (2000) investigated scaffolding mechanisms applied during learners' interactions between two male college English as a second language students participated in writing revisions. The results pointed out the importance of the peer reader/editor to mediate learning, the establishment and preservation of the feeling of intersubjectivity, in addition to the mutual interest between the reader and the writer. The writer believed in his performance autonomy. Peer-to-peer scaffolding was concluded to have multi-dimensions and fluidity.

Shull (2002) wanted to determine the impact of cooperative strategies on high school students whose writing performance was below the writing standards as established by the Illinois State Board of Education. He noticed that many students are socially promoted; that is, they move to the next level while they were still lacking the necessary writing skills required for that level. Shull incorporated cooperative strategies that required students to work together during writing assignments. A quasi-experimental, nonrandomized, pretest-posttest design, was used. The study results showed that when students worked together, they achieved better scores and everyone benefited more. In the experimental group the students were relaxed with their peers and this interaction helped in improving their writing performance.

Ge and Land (2004) examined the use of question prompts and peer interactions as a scaffolding strategy. The study design was both experimental and quasi experimental. One hundred and fifteen undergraduate students participated in this study. Their problem solving outcomes based on specified task were measured after being exposed to four treatments; individuals with question prompts, individuals without question prompts, peers with question prompts and peers without question prompts. The researchers used qualitative instruments such as observation and interviews to collect data. The results of the study indicated that the questioning prompts were a better scaffolding strategy over peer interactions. It was also found that questioning strategies promoted cognitive growth of students. Active participation was important to benefit peer interactions and the questioning strategies. The researchers concluded that scaffolding can improve achievement regardless of participants' age.

Felton and Herko (2004) aimed in their study at providing students with content knowledge of the subject and to improve their persuasive writing by scaffolding their ability to transform conversation into writing. The conversation helped to provide

students with vocabulary and to make them aware of the metacognitive strategies they apply in their argumentative conversations. This formed the platform for the organization in writing and helped to arrange the students thinking before writing. The teacher acted as a facilitator and circulated around the groups to support them and provide assistance when needed. The students went through pre-writing activities by completing graphic organizers that enabled them to solidify their ideas before writing. Graphic organizers helped also in scaffolding the argumentative structure of the writing process. Believing that writing is a social activity, the students were allowed to share ideas, work cooperatively, and carry out peer editing. It was found that the workshop helped students to strengthen their arguments, and improved their persuasive writing.

Gillies and Boyle (2005) investigated the relationship between cooperative learning and scaffolding. It was found that in cooperative learning the most commonly teachers used scaffolding interactions were probing and clarifying to expand students' thinking, acknowledging and validating their comprehension, emphasizing key issues, offering suggestions, and challenging differentiation in students' thinking. It was also revealed that lesson framework organization in small groups spared teachers to spend much time on class discipline.

Collaborative writing was investigated based on the theoretical and pedagogical perspectives of social constructivism that emphasizes human development as an inherently socially situated activity. Storch (2005) studied 23 adult ESL participants completing degree courses at an Australian university. They were given the chance to choose working in pairs, groups or individually, but only five chose to work individually. Videotaping, interviews, dialogues and compositions were used for data analysis. Storch found that pairs were able to produce short but better compositions, and that collaboration provided students with the opportunity to pool ideas, and to get

feedback. The students' attitudes were positive about the experience. Some students had some reservations about collaborative writing and thought that writing is a private act.

Graham and Harris (2005) called for third grade teachers to show students explicitly how to apply new writing procedures, and more importantly, how to scaffold or build upon previous learning as well as how to enhance learning. They used various types of writing instruction for teaching persuasive writing, narrative writing and expository writing. They found that teaching students how to plan consistently improved their writing. Spelling instruction helped students to improve in their overall writing construction and length of writing. They also found that the students' handwriting has improved.

Hayashi (2005) attempted in her study "Scaffolding the academic writing process: A focus on developing ideas", to improve the Japanese university students development and organization of ideas in writing in English. She taught an academic course of 20 participants at a private international university in Tokyo in 2004 where they met twice a week for ten weeks. The goals of the course were to provide students with the necessary practice for academic writing at university, and to guide them through the process of writing research papers in English. All instruction was presented in English.

Essay maps that bridge the gap between brainstorming and outlining was one of the instruction moods. Students exchanged their essay maps and commented on them. Teachers' comments and audience analysis were used to cultivate awareness of audience expectations. Self and peer- editing were also used in the course route. For modeling, developmental patterns for academic essays were presented. Students received feedback depending on the course evaluation. They had to complete a questionnaire on the major tasks and instructions of the course.

Students were positive about the major course elements; some of them expressed their satisfaction with problem-solution essays. Most students assured that the information on how to write and the guidance they received was beneficial in organizing their papers, they also claimed that further assistance was needed in certain areas of the language.

Phillips (2007) conducted a study on 39 language arts students at grade 6, 39 language and arts students at grade 7, and 63 language arts students' grade 8 at Northeast Private Christian School. The sample was chosen because their English language teachers volunteered to participate in this survey study. The aim of the study was to examine writing behaviors and attitudes of students in sixth, seventh and eighth grades. Students were surveyed through a two- part questionnaire. Data analysis revealed three major findings: planning or drafting were less used by seventh and eighth students; girls scored higher than boys in writing behaviors, and lastly, students rated themselves as better writers than their evaluated written compositions indicated.

The effect of journal writing as a communicative technique, on written performance, writing apprehension, perceived sense of writing abilities, and attitudes of Egyptian English majors towards journal writing was investigated by Salem (2007). Fifty third-year students from the English department studying essay and composition course participated in the study. The findings of the study indicated significant differences on written performance on behalf of the experimental group where the students had the opportunity to practice writing with high self-esteem and to exchange ideas with the instructor and with peers. Positive impact was detected on writing apprehension, and on the perceived sense of the students' writing abilities. The students were able to demonstrate reflection on their thoughts and feelings. They took a step towards self –criticism. The experimental group revealed positive attitudes towards

journal writing whereas the control group was neutral towards the traditional writing instruction.

Fergus (2009) examined the effects of teaching students to summarize using graphic organizers and scaffolds and giving students practice with in-class summary writing. This study was conducted in a ninth-grade English class that consisted of 11 students, eight of them were boys and three were girls. All of the students were non-native English speakers. The intervention consisted of three weeks of carefully designed lessons that included a variety of graphic organizers, scaffolds, and modeling.

Data collection methods included writing assessment, writing samples in the form of in-class summaries, survey-self-assessment that students filled out about their perceived difficulty with various aspects of summary writing; additionally, students wrote mid-intervention paragraph summaries, and observation of students' behaviors that included time-sampling observational data about students' behaviors were gathered while students wrote both baseline and outcome summaries. Students' ability to write in-class summaries improved significantly in this intervention according to a comparison of baseline and outcome data. Outcome data showed that, on average, the students in the class scored 2.3 on the same 4-point rubric. All students in the class scored higher on the outcome summary assignment than they had scored on the baseline summary assignment, with the greatest improvement being a difference of 1.7 points. Students could write a more complete, well-organized, and effective summary after the intervention. Concluding effectively in a timed setting was the most challenging area for students. All but one of the students reported that they enjoyed writing summaries the same or more after the intervention.

The previous studies show that authoritative and directive teachers were less effective on the students' retention of knowledge; however interaction between peers

and active participation helped in improving the students' writing performance and they were more relaxed. It was also concluded that the questioning strategies helped students to strengthen their arguments, and improved their persuasive writing. Regarding students opinions, they assured that information on how to write and the guidance they received was beneficial in organizing their papers and in improving their writing performance. In short, it could be drawn from the studies findings that scaffolding can improve achievement regardless of participants' age.

2.7. Summary

The review of the previous literature demonstrates that the concept of scaffolding has evolved from learning support and assistance from an expert adult, peers, or the use of technological tools, guides and resources. Vygotsky interpersonal interactions were emphasized in most of these studies. However, some studies aimed at investigating the effect of scaffolding instruction on the students' achievement, and its impact on the teachers. Studies conducted by Mehdian (2009), Ness (2008), Fund, (2007), Stahr (2008), Katz and Kratcoskito (2004), Olson and Land(2007), Hayashi (2005), Proctor, Dalton and Grisham (2007), Scharlach (2008), White and Manning (1994), and Sperling (1990) have shown improvement in the students' scores, and their self-confidence and the teachers way of recognizing their role as facilitators for students' learning.

Other studies have focused on collaborative work (Korn and Veith (2009), Bixler (2007), Gillies and Boyle (2005), Ge and Land (2004), while some studies have explored the writing process and the effect of scaffolding various techniques on the students' outcome (Fergus, 2009; de Guerrero and Villamil, 2000; Shull, 2002).

The common thread in all of the above revised studies is the effect of expert assistance on learners. Most of the scaffolding processes in the previous literature provide broad concepts and have been done to children. In this study, the scaffolding was given to adult students (first secondary school students) and various types of scaffolding were implemented. Both soft and hard scaffolding where the teacher is considered the expert who provides scaffolds, and peer scaffolding where collaborative work was emphasized all through the planned scaffolding instruction, were applied. In addition, Walqui's six types of scaffolding were used.

This study differs from other studies, specifically Scharlach (2008) study in that it is investigating the effect of scaffolding instruction on the achievement of Jordanian high school students in two main areas in learning English language: reading comprehension and writing. Moreover, the researcher's designed scaffolding instruction program was implemented in a relatively shorter time than the above mentioned studies, due to school schedule. To the best of the researcher's knowledge, no research exists to measure the effect of scaffolding instruction on the achievement of the Jordanian students. Therefore, this study can be considered as a pioneering study as it aims to provide a more meaningful language learning experience which implies the elaboration of a more scaffolded language instruction that can take full advantage of the potential of language as a powerful tool used for thinking, communicating/sharing ideas, problem solving, etc.

Chapter Three

Methodology and Procedures

3.0. Introduction

The study investigates the effect of scaffolding instruction on the achievement of first secondary Jordanian students in English language reading comprehension skills and writing performance.

This chapter presents the method and procedures of the study: the subjects participating in this study, the instruments, the instructional materials used in this study, and the procedures of conducting this study.

3.1. Participants of the study

The total number of the population of first secondary scientific stream students at Al-Ittihad schools is one hundred forty students. They are divided into five sections with 28 students in each. Al-Ittihad schools were selected on convenient grounds because the researcher could only get their approval on conducting the study. Many other schools were visited to seek their approval but due to the limited number of students, the researcher excluded these schools. Some other schools disapproved due to the unwillingness of the English language teachers to cooperate.

Being a doctoral student, the principal of Al-Ittihad female schools was cooperative, and willing to support and facilitate the procedures of implementing the present study.

3.1.1. Sample of the study

The original sample of the study consisted of 112 female students; divided into four sections (each section consisted of 28 students). Two of these sections comprised the experimental group, while the other two sections were taken for the control group. This number formed 80% of the female students' population. Selecting four of five sections for the study sample was based on simple random sampling to assign two sections for the experimental group and two sections for the control group. Flip of the coin was used to determine the teacher's classes to be taken for the experimental group. Finding that the selected teacher was teaching three sections, the section number was written on pieces of papers and two were picked up. It happened that the chosen sections were section three and five, while the control group involved section one and two. One student did not attend the pre-test in the experimental group, thus the experimental group consisted of 55 students. As for the control group, two students were absent in the pre-test and two in the posttest; therefore, the control group made a total of 52 students. The total number ended to be 107 participating students. **Table (1)** shows the distribution of the participants according to the instructional technique.

Table (1)

The distribution of the study sample on the basis of the instructional technique, number of students and sections

Method / Number	Scaffolding Instruction	Traditional Instruction	Total
Number of students	55	52	107
Number of sections	2	2	4

3.1.2. Statistical treatment

3.1.2.1. Equivalence

Since the present research is a quasi experimental study, the participants in both groups, namely the members of the experimental and the control groups, were attempted to equalize in terms of some features. Regarding the equalization process, the students' averages in the English language course in the tenth grade , their pretest scores in reading comprehension and writing, and students' attitude responses towards learning English language, were statistically analyzed to form equal groups as follows:

1. **The students' averages in the English language course for the two groups in the tenth grade**

Descriptive statistical analysis was applied. Means, standard deviations, and t-test for the students' averages in the English language course in the tenth grade were calculated according to the group variable as presented in **Table (2)**.

Table (2)

Means, standard deviations, and t-test for the students' averages in the English language course in the tenth grade.

Group	N	Mean**	Std. Deviation	t	df	Sig.*
Control	52	178.29	22.29	1.531	105	0.129
Experimental	55	171.58	22.98			

***statistically significant at the level (α = 0.05)**
****max mark (200)**

Table (2) shows that there are no statistically significant differences at the level of significance (α = 0.05) between the mean scores for the students' averages in the English language course in the tenth grade attributed to the group variable, where (t =

1.531) at a statistical significance (0.129), which indicates the equivalence of the two study groups.

2. The students' performance in the pre-test on the reading comprehension and writing tests

Means, standard deviations, and t-test of the students' scores in the pre-test on the reading comprehension and writing were used**,** and according to the group variable as shown in **Table (3).**

Table (3)

Means, standard deviations, and t-test of the students' scores in the pre-test on reading comprehension and writing according to the group variable.

Test	Group	N	Mean**	Std. Deviation	t	df	Sig.*
Reading Comprehension	**Control**	**52**	11.71	3.44	0.564	105	0.574
	Experimental	**55**	12.13	4.13			
Writing	**Control**	**52**	7.15	5.02	0.688	105	0.493
	Experimental	**55**	6.49	4.95			

***statistically significant at the level (α = 0.05)**
****max mark (20)**

As seen in **Table (2)** there are no statistically significant differences at the level of statistical significance (α = 0.05) between the score means of the students' performance in the pre-test on the reading comprehension attributed to the group variable where the t-value (t = 0.564) at a statistical significance (0.574), indicates the equivalence of the two study groups on the reading comprehension pre-test.

There are no statistically significant differences at the level of statistical significance (α = 0.05) between the score means of the students' performance in the pre-test on writing performance attributed to the group variable where the t-value (t = 0.688) at a statistical significance (0.493), indicates the equivalence of the two study groups on the writing pre-test.

3. **The students' responses on the attitudes and opinions questionnaire**

In an attempt to equalize the students in terms of their attitudes and opinions, means, standard deviations, and t-test were used to analyze their pre-test responses of attitudes and opinions towards learning English language, and according to the group variable, as demonstrated in **Table (4).**

Table (4)

Means, standard deviations, and t-test of the students' responses on the attitudes and opinions questionnaire in the pre-test, and according to the group variable.

Group	N	Mean**	Std. Deviation	t	df	Sig.*
Control	**52**	**2.79**	**0.37**	**1.031**	**105**	**0.305**
Experimental	**55**	**2.85**	**0.31**			

***statistically significant at the level (α = 0.05)**
****max mark (5)**

As depicted in **Table (4)** there are no statistically significant differences at the level of statistical significance (α = 0.05) between the means of the students' responses in the pre-test on the attitudes questionnaire attributed to the group variable, where the t-value (t = 1.031) at a statistical significance (0.305), indicates the equivalence between the two study groups on the pre-test attitudes and opinions scale.

3.2. Research instruments

For the purpose of the study, the researcher developed three instruments: a reading comprehension multiple choice pre-posttest, a writing performance pre-posttest; and a questionnaire used before and after the treatment to collect data regarding the effect of the mode of delivered instruction on the students, and to investigate their attitudes towards the new instructional technique and their opinions of the English

language class. In addition, a purposefully designed teacher's guide was developed. The study instruments are described below.

3.2.1. The reading comprehension test

The purpose of this instrument was to measure the performance of the four selected sections of the study groups in reading comprehension. Two reading passages were selected from first secondary school textbook (Action Pack 11, English Language Course, Eleventh Grade, 2009).

Both expository and narrative texts of equivalent length (300-400 words per passage) were selected. To meet the appropriate readability level for the students, the two texts were purposefully adopted from the students' Reading Comprehension texts presented in first secondary "Student's Book" for the second semester.

At first, the developed test consisted of: Three reading passages each was followed by 15 multiple choice questions; however, the passages were reduced to two and the questions were reduced to 10 multiple choice questions on each text upon the advice of the supervisor and co-supervisor and some experts. The convincing justifications included that school time is limited and the students will need a longer time to read three passages and to answer the 45 multiple choice questions, in addition they will get bored and lose interest in the test. Therefore, only two reading texts were kept with 10 multiple choice questions following each text (**Appendix1**).

To investigate students' comprehension on different levels of reading comprehension, the researcher classified the test questions into five reading comprehension level categories (four questions on each): inferential level, referential level, vocabulary level, main idea level, and critical thinking level. The maximal point

for the reading comprehension questions was 20 points with one point for each (**Appendix 1**).

3.2.1.1. Validity of the reading comprehension test

To establish the validity of the test via content validity, which refers to how well a test measures what it is supposed to measure (Brown and Hudson, 2002), a panel of 15 experts in the field of Education (University professors and instructors, educational supervisors, principals and teachers) (**Appendix 2)** were asked to judge the chosen texts in terms of appropriateness. They were also asked to evaluate each question in terms of language appropriateness, structure, accuracy, correctness of the question level, and relevance to purpose. Furthermore, they were requested to write any notes or suggestions that they thought needed to be considered and included in the test and to underline any word that they thought to be ambiguous, unclear, or confusing to the respondents.

Based on the feedback obtained from the experts, the researcher added, deleted, and reworded few items. The revised form of the test included two reading passages followed by 10 multiple choice questions each of four alternatives. The test was agreed to be calculated out of 20 whereas each question was assigned one mark (**Appendix I**).

In addition, difficulty coefficients and the discriminate coefficients for every item of test were calculated after the test application on a pilot sample included twenty eight scientific stream students from outside the sample of the study and at a different school. **Table (5)** shows the values of both the difficulty coefficients and discriminate coefficients for every item of test.

Table (5)

Difficulty and discriminate coefficients of the reading comprehension items

Item Number	Difficulty Coefficient	Discriminate Coefficient
1	0.57	0.64
2	0.50	0.50
3	0.57	0.64
4	0.43	0.57
5	0.50	0.71
6	0.43	0.57
7	0.50	0.43
8	0.43	0.57
9	0.43	0.57
10	0.64	0.43
11	0.57	0.64
12	0.50	0.43
13	0.43	0.43
14	0.64	0.61
15	0.43	0.57
16	0.57	0.64
17	0.71	0.57
18	0.43	0.43
19	0.43	0.50
20	0.57	0.64

As can be seen the values for both difficulty and discriminate coefficients ranged from (0.43) to (0.71), which are considered acceptable to be used in this study.

3.2.1.2. Reliability of the reading comprehension test

Reliability is a measure of the degree to which a test gives consistent results. A test is set to be reliable if it gives the same results when it is given on different occasions or when it is used by different people. To establish the reliability of the reading comprehension test, it was applied on a pilot group of twenty- eight scientific stream students from outside the sample of the study and at a different secondary school. Based on the students' results, the reliability was ensured by applying two methods; first stability coefficient was reported using test-retest method. The test was repeated after 10 days where Pearson reliability coefficient was calculated for the scores of the two applications of the reading comprehension test where the values ranged between (0.50) for the vocabulary level and (0.78) for the main idea level on the test levels, and (0.83) for the overall test which were considered acceptable to be used in this study. Second, consistency coefficient of the reading comprehension test was measured using Cronbach alpha formula where its values ranged between (0.71) for the referential level and (0.79) for the critical level, and (0.88) for the overall test. These values were considered acceptable to be used in this study. **Table (6)** shows the values of both test- retest coefficients and consistency coefficients for each item of the reading comprehension test.

Table (6)

Reliability coefficients: test-retest (Pearson) and consistency (Cronbach Alpha) for each level of the test and for the overall reading comprehension test.

Reliability Coefficients / Reading Comprehension Levels	test-retest (Pearson)	Cronbach Alpha (Consistency)
Inferential	0.67	0.78
Referential	0.57	0.71
Vocabulary	0.50	0.73
Main Idea	0.78	0.77
Critical	0.57	0.79
All	**0.83**	**0.88**

The time allotted for the reading comprehension test was determined by taking the mean time between the time required by the first five students (25 minutes) and the time consumed by the last five students (45 minutes); thus it was decided that the required time for the reading comprehension test was 35 minutes. This time allowance matched with the time needed by the first 80% of the students to complete the test.

3.2.1.3. The scoring process of the reading comprehension test

The reading comprehension test was corrected by the researcher herself and the score was calculated according to the assigned correcting instructions by awarding one point for each correct answer (**Appendix 1**), a total of 10 marks for each passage was calculated.

3.2.2. The writing performance test

It is pertinent to explain the process used to decide on the writing question. The researcher suggested three possible writing prompts and exchanged them with some English language secondary school teachers, principals, and supervisors. The provided feedback recommended using the prompt utilized in this study (**Appendix 3**) because it was straight forward and relevant to the students' daily life experiences and accordingly would inspire them to write with interest. Based on the designed teacher's guide writing techniques (**Appendix 7)**, four main writing skills were emphasized to ensure the students' writing performance: organization and structure, content, grammar, and mechanics. Each skill was allotted 5 marks on the scoring rubric which makes a total of 20 marks for the overall test.

The developed test was used to measure the effect of the designed scaffolding instruction on the students' writing, and to test the research hypothesis. It was administered for both control and experimental groups at the beginning and right after the experiment to ensure the equivalence of the two groups.

3.2.2.1. Validity of the writing performance test

The validity of the writing performance test was established by asking a panel of 15 experts in the field of Education (University professors and instructors, educational supervisors, principals and teachers) (**Appendix 2**) to evaluate the chosen prompt in terms of language appropriateness, structure, accuracy, correctness and relevance to purpose (content validity). Furthermore, they were requested to write any notes or suggestions that they thought needed to be considered and included in the test. Feedback from the experts' panel did not advise any modifications on the writing test, except for rewording.

The writing test which consisted of one prompt required the students to write a three paragraph composition on **"Do you think new inventions (computer, internet, mobile, games etc…) are good or bad things? Give your reasons".**

In addition, the difficulty coefficient and the discriminate coefficient were calculated for the test prompt, by applying it on a pilot group of twenty eight scientific stream students from outside the study sample at a different secondary school. The calculated difficulty coefficient was found to be (0.43), while the discriminate coefficient was (0.67).

3.2.2.2. Reliability of the writing performance test

In order to measure the reliability of the writing performance test, it was applied on the same pilot study group. Based on the students' results, the reliability was ensured by applying two methods. First, stability coefficient was reported using test-retest method. The test was repeated after 10 days where Pearson reliability coefficient was calculated for the scores of the two applications of the writing performance test where the values ranged between (0.58) for the mechanics skills and (0.72) for the organization and structure skills on the test levels, and (0.80) for the overall test which were considered acceptable to be used in this study. Second, consistency coefficient of the writing performance test was measured using Cronbach alpha formula where its values ranged between (0.66) for the content skills and (0.78) for the organization and structure skills, and (0.86) for the overall test. These values were considered acceptable. **Table (7**) shows the values of both test- retest coefficients and consistency coefficients for each skill of the writing performance test.

Table (7)

Reliability coefficients: Test-retest (Pearson) and constancy (Cronbach Alpha) for each skill of the writing performance test and for the overall writing performance test.

Reliability coefficients / Writing Skills	test-retest (Pearson)	Cronbach Alpha (Consistency)
Organization & structure	0.72	0.78
Content	0.58	0.66
Grammar	0.63	0.74
Mechanics	0.65	0.76
All	**0.80**	**0.86**

Concerning the required time for the test completion, the mean time between the time consumed by the first five students in the pilot study (15 minutes) and the time consumed by the last five students of the same group (25 minutes) was calculated; thus it was decided that the required time for the writing performance test was 20 minutes. This time allowance matched with the time needed by the first 80% of the students to complete the test.

3.2.2.3. The scoring process of the writing performance test

The validity of the scoring rubric of the writing test was achieved by asking a panel of 8 experts in the field of education (university instructor, English language supervisors, principal and teachers) **(Appendix 5)** to judge it in terms of appropriateness, accuracy, fair distribution of marks and relevance to purpose. Based on the feedback obtained from the jury, the researcher carried out some modifications.

To confirm the scoring rubric reliability of the writing test, two raters (the researcher and an expert) independently scored the same set of papers. Therefore, the writing test was rated twice using the researcher's modified Rubric Scoring Guide for the Written Description. This Rubric Scoring Guide for the Written Description was modified to measure the students' writing skills. The writing samples were scored using a point system whereas 5 points were allotted for each writing skill in the rubric. Specific description for each skill was provided to assess the students' achievement **(Appendix 5**).

The first time rating was carried out by the researcher, while the second time rating was carried out by an English language expert teacher with a master's degree in TEFL, and a long experience in teaching secondary school students. Both, the expert teacher and the researcher read the scoring guide and discussed it thoroughly in order to understand how it is used. The researcher responded to the scorer's questions and they both agreed on rating some sample writings taken from the pilot study before they started the actual scoring process. It was agreed upon that any paper has to be within 2 points difference according to the point system otherwise the paper should be read again and the rating process should be repeated according to the rating guide of course. To train the additional scorer, the researcher modeled how to score the students writing. When scoring the student's writing, the researcher modified rubric and writing sample were laid side by side on the table. The researcher read the written work and put a check mark next to the criteria on the rubric noted in the student writing. For example, each skill included in each category was assigned a certain number of points (**Appendix 5**). A sum of these points made the total of the writing mark. After becoming familiar with the rating scale, the rating process started.

The researcher had to investigate the contingency between the scores given by both raters. The inter-rater reliability value was found to be (0.84) on the pre-test, and (0.86) on the posttest. The scores given by both raters were added and divided on two to come out with the average score for each student before starting the statistical analysis of the obtained data.

3.2.3. Attitudes and opinions questionnaire

Questionnaires are popular data collection technique used in educational research. To collect data for this study, the researcher developed a questionnaire that investigated two main domains: the students' attitudes towards learning English language, and their opinions in the English language class. In developing the questionnaire several earlier questionnaires were used as models in the construction of an item pool from which the final set of items were structured (Hassan, 2006; Al-Debs, 2005; Salem, 2007; Karaduman and Gültekin, 2007). To establish a consistent appropriate expectation on the part of the students, most items were worded with a uniform beginning: "I feel…", "I like…", "I prefer…", or "I enjoy…" This students' questionnaire initially consisted of 40 items; 38 of them were positive, and two items were negatively worded statements.

The questionnaire on the students' attitudes towards learning English, and their opinions of the English class (**Appendix 6**) was designed to investigate whether the instructional techniques influenced the students' attitudes towards learning English language with special focus on reading comprehension and writing. The participants' responses to the 33 items in the questionnaire were analyzed by two main domains: students' attitudes towards learning English, and students' opinions of the English language class. A five-point Likert –scale type ranging from "strongly agree" (5 points),

"agree" (4 points), "neutral" (3 points), "disagree" (2 points), "strongly disagree" (1 point) was adopted to calculate the scores of the participants' answers for each item as follows: 1, 2, 3, 4, 5. For the negatively worded item (item 28), the points obtained on the five scales were conversely calculated from 1 point to five points (5, 4 , 3 , 2 ,1).

3.2.3.1. Validity of the attitudes and opinions questionnaire

To establish the questionnaire validity, via content validity, it was judged by a panel of 15 experts in the field of education; 5 of them were university Professors and Instructors, 5 Supervisors of English at the Private Education Directorate and private schools, and five English language secondary classes' teachers (**Appendix 2**). They were requested to read each item and give their opinions regarding the appropriateness of each item to measure the students' attitudes towards learning English language and their opinions in the instruction in the English language class under each particular category core idea. They were also required to judge the clarity of each item in terms of language and structure, and relevancy to the instruction in use to the respondents who were in the first –secondary class. Furthermore, they were asked to write their comments and criticism on this instrument in order to improve the quality of the questionnaire.

Anchored on the feedback received from the panel of experts, some items were added, deleted and rephrased. Items that were agreed upon by 13 judges, that form 87% of the panel, were kept. Five items were deleted, while three items were merged in one item. Therefore, the modified form of the questionnaire included 33 items (**Appendix 6**) on a five-point Likert –scale type ranging from "strongly agree" , "agree", "neutral", "disagree", and "strongly disagree". The questionnaire was designed to collect information on two main dimensions: students' attitudes (15 items); and students'

opinions (18 items). Upon the recommendations of the jury of the validity of the English language version of the questionnaire, the questionnaire items were translated into Arabic to ensure better understanding and response. The translated form was given to a jury of 8 experts in the field of education; three of them hold a master's degree in translation, two with a Higher Diploma in education, and three with a baccalaureate degree in English. They were asked to judge the appropriateness of the translation and its clarity (**Appendix 6a**).

In addition to content validity, construct validity was ensured by calculating the corrected item –total correlation for each item of the questionnaire in relation to the total questionnaire, after applying the questionnaire on twenty - eight students in the scientific stream from outside the study sample at a different secondary school who participated in the pilot study. The retained items of the questionnaire were subjected to two conditions: First, the statistical significance of the corrected item –total correlation for the correlation of the item with the overall questionnaire. Second, the corrected item-total correlation must not be less than (0.30). Based on these conditions, the researcher did not detect any item of correlation value less than (0.30).

3.2.3.2. Reliability of the attitudes and opinions questionnaire

To establish the reliability of the attitudes and opinions questionnaire, it was applied on a pilot group of twenty - eight scientific stream students from outside the sample of the study and at a different secondary school. Based on the students' results, the reliability was ensured by applying two methods; first stability coefficient was reported using test-retest method. The test was repeated after 10 days where Pearson reliability coefficient was calculated for the responses of the two applications of the attitudinal questionnaire where the values ranged between (0.81) for the attitudes

domain and (0.88) for the opinions domain, and (0.86) for the overall instrument, which were considered acceptable to be used in this study. Second, consistency coefficient of the attitudes and opinions questionnaire was measured using Cronbach alpha formula where its values ranged between (0.89) on attitudes, and (0.85) on opinions, and (0.91) on the overall questionnaire. These values were considered acceptable to be used in this study.

3.3. The pilot study

In order to strengthen the reliability and the validity of the designed reading comprehension test, writing performance test, and questionnaire, the researcher conducted a pilot study by asking twenty-eight Tawjihi students enrolled in the scientific stream at The Universal Schools to complete the questionnaire and take the tests. It was recommended to administer these instruments on the above mentioned students because they were ready to provide the researcher with better understanding of the material presented and to give better feedback. The purpose of conducting the pilot study was to check whether there was any problems the students might encounter in answering the tests or the questionnaire, and to decide the required time for each.

The pilot study was administered on Tuesday 21/9/2010 by the researcher herself and an English language teacher at the school. Only thirty students out of the 45 registered Tawjihi students agreed to participate in the study. The process of administration involved familiarizing the students with the instruments by giving a brief idea about the study and its purposes. Some questions about the benefits that the students would enjoy upon cooperation were answered. Only two students recognized the passages as been taken before, but many others said they have never seen them before. At first, they were impulsive in asking questions before they read the passage,

but they were asked to read the passage first, and then ask their questions. They asked about the meaning of "exclusively", which was stated as a question (**Appendix 1**). Consequently, they had to count on themselves in answering the questions. Some students asked about the meaning of "Charity Organizations"; therefore, the researcher gave them some clues and urged them to read the paragraph in a try to guess the meaning, so eventually some of them succeeded. It took the students 45 minutes to complete the test. Taking the mean time between the time required by the first five students (25 minutes) and the time consumed by the last five students (45 minutes), it was decided that the required time for the reading comprehension test was 35 minutes.

A break for five minutes was given to the students, followed by giving them the writing performance test. They were given instructions on the importance of having three paragraphs and were asked to take into consideration writing the title, focusing on the main idea, paying attention to grammar, vocabulary, spelling and punctuation. There were no inquiries and the students needed between 15-25 minutes to complete the writing test. Using the mean time calculation, it was assumed that 20 minutes might be needed to do the writing test.

After a five –minute break the researcher reminded the students that they had to complete a questionnaire on attitudes and opinions. Some students asked the researcher to explain what is meant in the second item of the questionnaire (I think the way I learn in the English language class affects my interest in English learning

(أعتقد بأن الطريقة التي أتعلم بها في حصة اللغة الإنجليزية تؤثر على رغبتي في تعلم اللغة الإنجليزية).

The students wanted to know whether positive or negative effect is meant. This item was modified later upon this note. Other students asked for an explanation of the meaning of a translated word in Arabic "تكهنات" that was a translation for "predictions" (**Appendix 6**, item 11). The word was later changed to "توقعات" because it seemed to be

more comprehendible to the students. No other comments were raised till the questionnaire completion.

The same procedure was attained after 10 days (Thursday 30/9/2010). The assumed time as in the first administration was suitable and all students completed both tests and the questionnaire within the allocated time. Only 28 of the pilot study group attended the posttest, while the other two students were absent. Upon feedback from the pilot study, the researcher modified some of the questions inappropriate in the questionnaire on students' attitudes towards learning English language, and their opinions of the English language class (**Appendix 6**), in addition to some modifications on the reading comprehension and writing tests.

3.4. The teacher's training

The teacher involved in this study was an experienced teacher (11 years) and has a MA degree in TEFL with an interest in applying new techniques and taste in her teaching. She received continual support and feedback from the researcher all through the experiment period. However, the control group teacher had 27 years of experience and has a B.A. degree in English language and Literature and high Diploma in Education.

The researcher gave face-to-face training to the participant teacher on providing scaffolding instruction along with the designed teacher's guide and all the required materials and activities to be applied. Phone calls and e-mails were also used to explain certain points and to respond to inquiries related to the application of the teacher's guide and to the specified step-by-step lesson plans and scaffolding activities. Several visits were paid to the school till the researcher became an accepted guest by the principal, staff and the students. In order to ensure the proper presentation of the designed lesson

plan for the three chosen units and the teaching of writing, and the researcher asked the participant teacher to read the teacher's guide thoroughly, then they agreed to sit together and discuss it in depth. The researcher explained the background of the scaffolding instruction and the importance of the teachers' understanding of the ZPD notion. A detailed training was given to the participant teacher on providing scaffolding instruction along with the designed teacher's guide and all the required materials and activities to be applied, such as the PowerPoint slides for Dhana Reserve, activity cards, graphic organizers, working sheets and the rest of the material to be used. The researcher modeled unit three presentations to the teacher and asked her to practice teaching using the scaffolding instruction as explained in the teacher's guide. The other two units were thoroughly discussed and certain points were explained to confirm the teacher's grasp of the new instruction. Due to time constraint resulting from school regulations, the teacher training lasted only for 5 days prior to the implementation of the scaffolding instruction. It started from 10^{th} – 14^{th} October, 2010. The training hours and discussions made a total of 8 hours divided on the five days. Another two-hour training session took place on Wednesday, 1^{st} December to highlight some points concerning teaching writing as specified in the teacher's guide. The teacher and researcher used simulation and exchanged roles of teacher and student in order to make sure that the teacher became familiar with the mode of instructional technique. The researcher and the teacher agreed on how to present the material, procedures, posttest administration of the test and all necessary details of the scaffolding instruction.

3.5. Instructional material

Three units from the textbook taught at the school for first secondary grade students were chosen. These units were Unit Three, Review Unit (1-3), and Unit Four.

It was preferred to start the intervention with unit three in order to make sure that the students are settled and back to the study mood, especially that they are back to school after summer vacation. The instructional material was taught using two methods:

1. Traditional method: This is the method usually used by English language teachers at school. It was used with the control group.
2. Scaffolding instruction: It is the instruction which was used with the experimental group.

The researcher designed a teacher's guide which was based on a keen revision of literature including all the necessary detailed SI techniques and steps (**Appendix 7**). It was supported with pictures for Lesson Three (**Appendix 8**), and PowerPoint presentation for the Review of units 1-3 (Dhana Biosphere Reserve) (**Appendix 9**).The designed teacher's guide focuses on the scaffolding instruction (SI) techniques, principles, objectives, sample lesson plans, lesson form and work sheets.

The designed teacher's guide is a link between the English language teacher and components of the SI. The purpose of the teacher's guide is to provide the teachers with an adequate overview of the SI, and general guidelines for teaching in order to help them grasp the role of instruction use in meaning construction, and to assist them in implementing this instruction in the experimental classrooms.

3.5.2. Validity of the designed teacher's guide

To guarantee the designed teacher's guide validity, it was judged by a panel of 15 experts in the field of education; 5 of them were university Professors and Instructors, 5 Supervisors of English at the Private Education Directorate and private schools, and five English language secondary classes' teachers (content validity) (**Appendix 2**). They were requested to read it and give their opinions regarding the

appropriateness of each lesson plan, procedures, activities and the presentation. They were also required to judge the clarity of scaffolding techniques in terms of language and structure, and relevance to the respondents who were first secondary class students. Furthermore, they were asked to write their comments and criticism on this instrument in order to improve the quality and arrangement of the designed steps and techniques. Modifications upon the panel notes were carried out. The teacher's guide was handed afterwards to the experimental group teacher for implementation (**Appendix 7**).

3.6. Research design

This study aimed at detecting the effect of the SI on the achievement of first secondary grade students in learning English, specifically in the reading comprehension and writing skills.

The quasi- experimental design was applied in this study. It consisted of two groups; experimental group and control group. Each of these groups comprised two sections. The experimental group was taught using SI, while the control group was taught by the traditional method. A pre-test at the beginning of the experiment was carried out for both groups to ensure the equivalence of the experimental and control groups on the dependent variable of the study (students' reading comprehension achievement, writing performance, and the students' responses to the altitudes and opinions questionnaire). The students' average in English language in the tenth-grade was also considered.

The study included two variables. First, the independent variable was the method of instruction and had two levels: the scaffolding instruction, and the traditional classroom teaching method that is usually followed by the teacher. Second, the dependent variable comprised of three variables:

1. The students' achievement in the reading comprehension represented in the students' answers on the test items including five reading comprehension levels;
2. The students' performance in the writing test; and
3. The students' responses to the attitudes and opinions questionnaire that consisted of two domains: attitudes towards English language, and the students' opinions of the English language class.

They were investigated by administering the posttest right after the experiment that lasted for nine weeks, and covered three units of the curriculum.

This design has one experimental group and one control group with a pre and posttest. All data were statistically analyzed by using ANCOVA .

The design of the study could be clarified as:

EG: O_1 O_2 X O_1 O_2

CG: O_1 O_2 O_1 O_2

EG represents the group that is taught by the scaffolding instruction (E stands for experimental). X represents the scaffolding instruction. CG represents the group that is taught by the traditional method (C stands for control). O_1 refers to the pre-post reading comprehension test, O_2 represents writing performance pre-posttest.

3.6.1. The study procedure

To conduct this study certain steps were taken:

1. A letter from the University addressed to the Minister of Education was requested to facilitate the researcher's mission (see **Appendix 10**).
2. Upon approval on the letter from the Director of Planning and Educational Research in the Ministry of Education, a letter addressed to the Director of the

Private Education Directorate in the Greater Amman Area was obtained (**Appendix 11**).

3. A letter from the Director of the Private Education was addressed to the Principals of the Private Schools in the Greater Amman Area (**Appendix 12**). This letter was delivered to the principal of The Universal Schools and the principal of Al- Ittihad School for girls for documentation.
4. Upon the mentioned above letters, permission from the schools administration was verbally obtained to carry out the study during the first semester of the scholastic year 2010/2011.
5. The pilot study was conducted at the Universal Schools, Tawjihi students.
6. Lists of students' names and their accumulative average in English language in the tenth grade were requested and obtained from Al-Ittihad School.
7. Four visits were paid to the selected school to meet the English language teachers, coordinate with them and explain the aim of the study. This step helped to ensure the teacher's cooperation and support.
8. Since the present research is a quasi experimental study, the participants in both groups, namely, the members of the experimental and the control groups were attempted to equalize in terms of some features. Regarding the equalization process, the students' averages in the English language course in the tenth grade , their pre-test scores in reading comprehension and writing, and their attitude responses towards learning English language, and their opinions of the English language class were statistically analyzed to form equal groups.
9. Pre and posttests and questionnaire completion were administered to both control and experimental groups before and after the experiment. The real study occurred at Al-Ittihad School for Females where the number of the students was convenient for

the study purposes. Upon an agreement and arrangement between the principal, level coordinator and the English language teachers, Section 3 sat for the pre-test on Wednesday 6th October at 11:15 am. The students were informed about the purpose of the study instruments and how serious it is. They were so cooperative and enthusiastic about it. The pre-treatment reading comprehension and writing tests were administered at first. Next, the students were asked to complete the questionnaire (**Appendix 1, and 3**). To enhance the reliability of the study instruments, the students were not allowed to have any extra papers on their desks during the tests. All answers were written on the Answer Sheet Form and collected along with test papers right after the pre-test without informing the students that they would be retested or providing correct answers for them. Thus, the treatment group reading comprehension and writing could be measured and compared with that before the treatment to investigate the effect of the mode of instruction on improving the students' achievement in these skills.

On Thursday 7th October, the other three sections (1, 2, and 5) went through the same procedures at the same time (10:30 am). The two English language teachers and the Biology teacher helped in attending the students while taking the tests and during the questionnaire completion. The researcher was moving from one class to another, making sure that everything was going according to planned procedure and to answer the students' inquiries sometimes.

Since the same test was to be taken again by the students as a post-treatment test, the test papers were collected right after the test and the correct answers were not provided for the students. Students were not informed that they will sit for a post-treatment test later.

10. The researcher gave face-to-face training to the participant teacher on providing scaffolding instruction along with the designed teacher's guide and all the required materials and activities to be applied.
11. The researcher stayed in contact with the teacher and kept visiting both groups to make sure that each group is taught according to the assigned method.
12. The researcher attended some classes in the experimental group and gave instruction on the specified units, and took notes that helped in redirecting the teacher's instruction according to the scaffolding instruction.
13. Both the teacher and the researcher took feedback from the students' class assignments and class participation. A sample of students work is presented in **Appendix 13**.
14. Both groups of students were taught by almost equally qualified and experienced teachers to guarantee uniformity in the teaching style.
15. The reading comprehension test was corrected by the researcher herself and the score was calculated according to the assigned correcting instructions.
16. The writing test was rated twice using the researcher's modified Rubric Scoring Guide for the Written Description (**Appendix 4).** This Rubric Scoring Guide for the Written Description was modified to measure the students' writing skills. The second time scoring was carried out by an expert English language teacher with a master's degree in TEFL and a long experience in teaching secondary school students.

3.7. Treatment overview

The actual application of the study started with section (3) on Sunday 17th October, 2010, and completed on Sunday 26th December, 2010. **Figure (4)** illustrates

the phases of conducting the study. The students sat for the posttest on Thursday 30th December, 2010. The treatment actual duration was nine weeks.

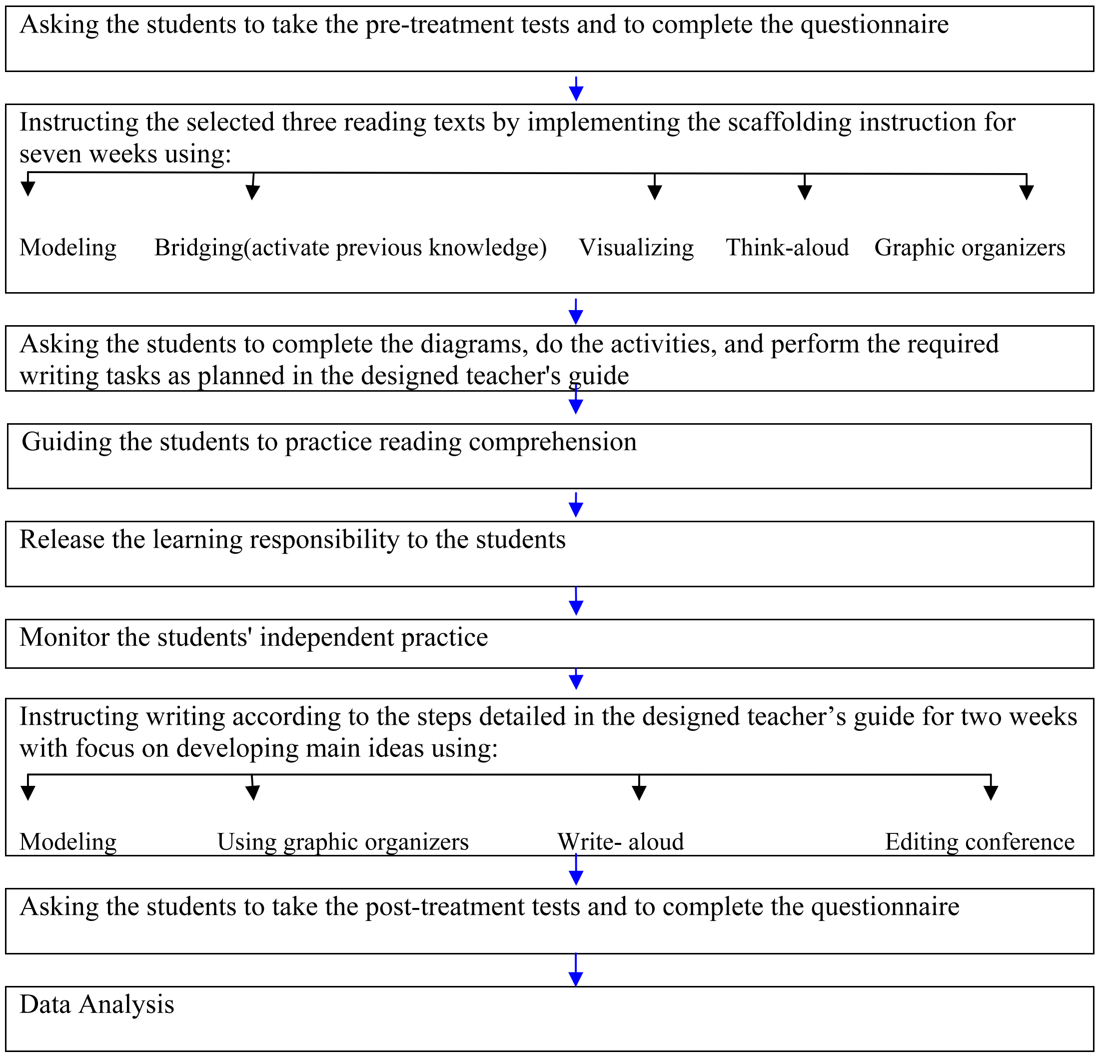


Figure 4: The Phases of the Study Conduction.

3.7.1. Experimental class treatment

The researcher attended the classes and watched the teacher's delivery of the instructional scaffolding while teaching unit three. The students in the experimental group were very motivated for being exposed to the new instruction. They were cooperative and revealed a high sense of responsibility. The teacher helped her students engage in the cognitive strategies of visualizing, predicting, analyzing the author's

purpose of writing, making inferences, and forming interpretations in order to assist them to grow as readers and writers. The teacher modeling and thinking aloud process were received with great enthusiasm and the students were ready to work together to negotiate and discuss the tasks at hand. Furthermore, the teacher used questions, as detailed in the teacher's guide, to assess the student's knowledge and to gain information from them. The language of telling was also used to add to the students' knowledge. The teacher added one step to the pre-reading phase by writing each letter of the word "Coffee" in a vertical way on the board and asked her students to write a word that starts with this letter in the process of writing a "poem". The students were happy to "play" with words. Other than that, the teacher followed the same steps as written in the teacher's guide.

Samples of the students' class work (diagrams, activities, graphic organizers, and writing samples) as requested in the Teacher's Guide are presented in **Appendix 13**. The teacher had to teach Unit Four before teaching Reading in Review 1(Units 1-3) as was planned in the teacher's guide due to school exam requirements.

Discussions between the teacher and the researcher after attending writing classes resulted in the agreement to emphasize the language of naming and noticing. The aim of this note was to provide space for the students to claim identities so they will become self-sufficient writers. For example, when the student revises what she wrote and performs some editing, the teacher encourages her by saying for instance "Good! You have revised your writing and did self-editing; this is a good thing to do" or "You are writing like a proper writer, you cross out some words and add others! This is good". This as noticed later through classroom interaction helped in claiming the identity of the action as a proficient writer. Following the researcher's instructions that were based on Anthony's (2007) study procedures **(section 2.3.)**, the teacher used

questioning strategy to the students' knowledge about writing skills, for example "Where do you think will be a good place to end this first sentence?" The student indicated with her pen and the teacher said "OK, this is a good spot to end the sentence. You can also remove one of the words because it has been repeated many times…" the student crossed out the word and looked at the teacher for approval. "Good job!" the teacher nod her head and continued "What happens to the word the here?" The student said, "capital T", the teacher then smiles, leaving the student happy with the help she received.

3.7.2. Control class treatment

By examining the lesson plan prepared by the teacher, who was teaching the control group was categorized as a three-phase technique of teaching in which the teacher planned the process of teaching reading in three stages: pre-reading, while-reading, and post-reading activities. Watching how the lesson was carried out in the classroom, the teacher did not follow the three-phase strategies. It was noted that the English teacher taught the students to read text simply by writing the topic of the text on the board and asking them to discuss it before reading; the teacher was reading the text aloud, translating while reading, discussing and answering its related questions after reading.

Grammatical rules were explained and examples from the text were given. Exercises provided in the book were completed. No writing summaries were requested after the completion of the text. Only two classes were assigned to writing performance during the nine weeks of the study, where two writing prompts previously selected by the teacher were written on the board, and the students were asked to choose one of them and write down a composition. The teacher reminded her students to pay attention

to verb tense, spelling and organization of paragraphs. Minimal group work was observed.

3.8. Statistical analysis

To answer the questions of the study, the researcher used descriptive statistics (i.e. means and standard deviations) followed by One-way analysis of co-variance (ANCOVA) to detect any significant differences in the mean scores of the two groups on reading comprehension, writing, and attitudes posttests. Multivariate analysis of covariance (MANCOVA) was also performed to detect any significant differences in the posttests mean scores on reading comprehension levels of the reading comprehension and writing skills and the attitudes two domains among the two groups. All hypotheses were tested at the ($\alpha = 0.05$) level.

Chapter Four

Findings

This chapter presents the results of the current research for each of the research questions. It illustrates the data which the research collected in an endeavour to answer the research questions.

1- Results of the first question, **‘‘Are there any statistical significant differences at (α = 0.05) between the mean scores of first secondary students on the reading comprehension test that can be attributed to the instructional technique (traditional vs. scaffolding)?”**

To answer this question of the study concerning whether there are any significant differences in the students’ mean scores of the experimental group and the control group on the overall score of the reading comprehension test due to the instructional technique, means and standard deviations (Std) of the overall pre and posttest students’ scores; in addition to their adjusted means and standard errors were calculated as presented in **Table (8)** below.

Table (8)

Means and standard deviations of the overall reading comprehension pre-posttest students’ scores, and adjusted means and standard errors.

Group	Total pre-test		Total post-test		Adjustment	
	Mean*	Std. Deviation	Mean*	Std. Deviation	Mean*	Std. Error
Control	11.71	3.44	12.90	3.45	12.92	0.45
Experimental	12.13	4.13	16.91	2.98	16.89	0.43

***Max mark (20)**

Table (8) shows that there are differences in the adjusted mean scores of the overall posttest on the reading comprehension test due to the various teaching techniques in favor of the experimental group who received scaffolding instruction. To reveal the significant differences mentioned above, One-way analysis of co-variance (One Way ANCOVA) was performed on the overall posttest reading comprehension scores, as presented in **Table (9)**.

Table (9)

One Way ANCOVA results of students' overall scores on their reading comprehension

Source	Sum of Squares	df	Mean Square	F	Sig.
Pre-test	13.618	1	13.618	1.317	0.254
Group	419.152	1	419.152	***40.534***	***0.000****
Error	1075.447	104	10.341		
Total	**1508.217**	**106**			

***statistically significant at the level (α = 0.05)**

Results in **Table (9)** above show that there is a significant difference at the statistically significant level (α = 0.05) between the two adjusted mean scores of the overall reading comprehension posttest attributed to the difference in the treatment variable (traditional vs. scaffolding), in favor of the experimental group who received SI. The adjusted mean of the experimental group was found to be (16.89) in comparison with the mean score of the control group (12.92), who were taught in the traditional method.

In addition, means and standard deviations for each level in the reading comprehension pre and posttest scores, and adjusted means and standard deviations for

each level in the reading comprehension posttest scores, were calculated and tabulated in **Table (10)** below.

Table (10)

Means and standard deviations for each level in the reading comprehension pre and posttest scores, and adjusted means and standard deviations for each level in the reading comprehension posttest scores.

Reading comprehension levels	Group	Total pre-test		Total posttest		Adjustment	
		Mean*	Std. Deviation	Mean*	Std. Deviation	Mean*	Std. Deviation
Inferential	**Control**	2.60	1.01	2.67	0.81	2.67	0.11
	Experimental	2.87	1.09	3.45	0.69	3.46	0.10
Referential	**Control**	2.75	0.97	2.81	0.82	2.83	0.11
	Experimental	2.67	1.20	3.44	0.71	3.42	0.11
Vocabulary	**Control**	2.33	0.83	2.73	0.79	2.71	0.10
	Experimental	2.64	0.93	3.51	0.63	3.53	0.10
Main Idea	**Control**	1.96	0.86	2.44	0.92	2.44	0.12
	Experimental	1.78	1.10	3.36	0.70	3.36	0.11
Critical	**Control**	2.08	1.03	2.25	0.88	2.28	0.11
	Experimental	2.16	1.08	3.15	0.70	3.12	0.11

***Max mark (4)**

Table (10) shows that there are differences in the mean scores for each level of the posttest reading comprehension attributed to the difference in the treatment variable, in favor of the experimental group who were taught through scaffolding instruction. In order to test the significance of these differences, Multivariate analysis of covariance (MANCOVA) was applied on each of the reading comprehension posttest levels as presented in **Table (11).**

Table (11)

MANCOVA results for each of the reading comprehension posttest levels.

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Inferential-Pre-test	**Inferential-Post-test**	0.002	1	0.002	0.003	0.957
	Referential-Post-test	0.109	1	0.109	0.186	0.667
	Vocabulary-Post-test	0.002	1	0.002	0.003	0.954
	Main Idea-Post-test	1.098	1	1.098	1.659	0.201
	Critical-Post-test	1.304	1	1.304	2.077	0.153
Referential-Pre-test	**Inferential-Post-test**	0.170	1	0.170	0.296	0.588
	Referential-Post-test	0.557	1	0.557	0.955	0.331
	Vocabulary-Post-test	0.020	1	0.020	0.040	0.843
	Main Idea-Post-test	0.512	1	0.512	0.773	0.381
	Critical-Post-test	0.006	1	0.006	0.010	0.922
Vocabulary-Pre-test	**Inferential-Post-test**	0.143	1	0.143	0.248	0.619
	Referential-Post-test	1.511	1	1.511	2.592	0.111
	Vocabulary-Post-test	0.006	1	0.006	0.011	0.915
	Main Idea-Post-test	1.278	1	1.278	1.931	0.168
	Critical-Post-test	2.304	1	2.304	3.667	0.058
Main Idea-Pre-test	**Inferential-Post-test**	0.781	1	0.781	1.359	0.246
	Referential-Post-test	0.434	1	0.434	0.745	0.390
	Vocabulary-Post-test	2.033	1	2.033	4.001	0.048
	Main Idea-Post-test	0.926	1	0.926	1.399	0.240
	Critical-Post-test	0.777	1	0.777	1.238	0.269
Critical-Pre-test	**Inferential-Post-test**	0.034	1	0.034	0.059	0.809
	Referential-Post-test	0.055	1	0.055	0.095	0.759
	Vocabulary-Post-test	0.153	1	0.153	0.300	0.585
	Main Idea-Post-test	0.026	1	0.026	0.040	0.842
	Critical-Post-test	0.016	1	0.016	0.026	0.872
Group Hotelling's Trace=0.433 Sig.=0.000*	**Inferential-Post-test**	14.711	1	14.711	***25.614***	***0.000****
	Referential-Post-test	8.399	1	8.399	***14.411***	***0.000****
	Vocabulary-Post-test	16.238	1	16.238	***31.959***	***0.000****
	Main Idea-Post-test	20.309	1	20.309	***30.685***	***0.000****
	Critical-Post-test	17.015	1	17.015	***27.089***	***0.000****
Error	**Inferential-Post-test**	57.435	100	0.574		
	Referential-Post-test	58.283	100	0.583		
	Vocabulary-Post-test	50.809	100	0.508		
	Main Idea-Post-test	66.187	100	0.662		
	Critical-Post-test	62.810	100	0.628		
Total	**Inferential-Post-test**	**75.402**	**106**			
	Referential-Post-test	**72.168**	**106**			
	Vocabulary-Post-test	**70.168**	**106**			
	Main Idea-Post-test	**92.243**	**106**			
	Critical-Post-test	**88.019**	**106**			

***statistically significant at the level (α = 0.05)**

Table (11) demonstrates that there are statistical significant differences at the statistically significant level (α = 0.05) between the two adjusted mean scores of each

level in the post reading comprehension test, attributed to the treatment variable, in favor of the experimental group who were taught through scaffolding instruction.

2- Results of the **second** question, **''Are there any statistically significant differences at (α = 0.05) between the mean scores of first secondary students on the writing performance test that can be attributed to the instructional technique (traditional vs. scaffolding)?''**

To answer this question of the study concerning whether there are any significant differences in the students' mean scores of the experimental group and control group on the overall score of the writing test due to the instruction technique, means and standard deviations of the overall pre and posttest students' scores. In addition, their adjusted means and standard errors were calculated as presented in **Table (12)** below.

Table (12)

Means and standard deviations of the overall writing performance pre- posttest students' scores; in addition to their adjusted means and standard errors.

Group	Total pre-test		Total posttest		Adjustment	
	Mean*	Std. Deviation	Mean*	Std. Deviation	Mean	Std. Error
Control	7.15	5.02	6.89	5.56	6.65	0.45
Experimental	6.49	4.95	14.20	3.69	14.42	0.44

***Max mark (20)**

Table (12) shows that there are differences among the adjusted mean scores of the overall posttest on the writing test due to the various teaching techniques in favor of the experimental group who received scaffolding instruction. To reveal the significant differences mentioned above, One-way analysis of co-variance (One Way ANCOVA) was performed on the overall posttest writing scores, as presented in **Table (13).**

Table (13)

One Way ANCOVA results for the overall writing performance posttest scores related to the teaching technique.

Source	Sum of Squares	df	Mean Square	F	Sig.
Pre-test	1199.025	1	1199.025	112.030	0.000
Group	1604.339	1	1604.339	***149.900***	***0.000****
Error	1113.083	104	10.703		
Total	**3916.447**	**106**			

***statistically significant at the level (α = 0.05)**

From **Table (13)** above, ANCOVA shows that there is a significant difference at the statistically significant level (α = 0.05) between the two adjusted mean scores of the overall writing posttest attributed to the difference in the treatment variable (traditional vs. scaffolding), in favor of the experimental group who received scaffolding instruction. In reference to **Table (12)**, the adjusted mean of the experimental group was found to be (14.42) in comparison with the mean score of the control group (6.65), who were taught in the traditional method.

Additionally, means and standard deviations for each skill in the writing pre and posttest students' scores, and adjusted means and standard errors for each skill in the writing posttest scores, were calculated due to the teaching technique variable are tabulated in **Table (14)** below.

Table (14)

Means and standard deviations for each skill in the writing pre and posttest scores, and adjusted means and standard errors for each skill in the writing posttest scores.

Skills	Group	Total pre-test		Total posttest		Adjustment	
		Mean*	Std. Deviation	Mean*	Std. Deviation	Mean*	Std. Deviation
Organization & Structure	Control	1.71	1.43	1.69	1.50	1.64	0.13
	Experimental	1.65	1.64	3.93	0.86	3.98	0.13
Content	Control	1.75	1.27	1.62	1.51	1.56	0.15
	Experimental	1.38	1.42	3.89	0.88	3.94	0.14
Grammar	Control	1.75	1.41	1.98	1.83	1.91	0.19
	Experimental	2.04	1.66	2.31	1.79	2.38	0.18
Mechanics	Control	1.94	1.33	1.60	1.52	1.58	0.14
	Experimental	1.42	1.26	4.07	0.72	4.09	0.14

***Max mark (5)**

Table (14) shows that there are differences in the mean scores for each skill of the writing posttest attributed to the difference in the treatment variable, in favor of the experimental group who were taught through scaffolding instruction. In order to test the significance of these differences, multivariate analysis of covariance (MANCOVA) was applied on each of the writing posttest skills as presented in **Table (15).**

Table (15)

MANCOVA results for each of the writing posttest skills due to the teaching technique.

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Organization& Structure-Pre-test	Organization& Structure-Post-test	0.912	1	0.912	1.068	0.304
	Content-Post-test	0.263	1	0.263	0.246	0.621
	Grammar-Post-test	0.375	1	0.375	0.218	0.641
	Mechanics-Post-test	2.027	1	2.027	2.027	0.158
Content-Pre-test	Organization& Structure-Post-test	1.612	1	1.612	1.888	0.172
	Content-Post-test	3.711	1	3.711	3.471	0.065
	Grammar-Post-test	10.828	1	10.828	6.317	0.014
	Mechanics-Post-test	1.235	1	1.235	1.235	0.269
Grammar-Pre-test	Organization& Structure-Post-test	5.025	1	5.025	5.886	0.017
	Content-Post-test	5.416	1	5.416	5.066	0.027
	Grammar-Post-test	16.871	1	16.871	9.843	0.002
	Mechanics-Post-test	3.584	1	3.584	3.584	0.061
Mechanics-Pre-test	Organization& Structure-Post-test	2.687	1	2.687	3.148	0.079
	Content-Post-test	2.229	1	2.229	2.085	0.152
	Grammar-Post-test	3.027	1	3.027	1.766	0.187
	Mechanics-Post-test	0.221	1	0.221	0.221	0.639
Group Hotelling's Trace=2.758 Sig.=0.000*	Organization& Structure-Post-test	126.993	1	126.993	*148.756*	*0.000**
	Content-Post-test	132.118	1	132.118	*123.571*	*0.000**
	Grammar-Post-test	5.037	1	5.037	2.938	0.090
	Mechanics-Post-test	146.526	1	146.526	*146.530*	*0.000**
Error	Organization& Structure-Post-test	86.224	101	0.854		
	Content-Post-test	107.986	101	1.069		
	Grammar-Post-test	173.127	101	1.714		
	Mechanics-Post-test	100.997	101	1.000		
Total	Organization& Structure-Post-test	288.299	106			
	Content-Post-test	296.056	106			
	Grammar-Post-test	347.607	106			
	Mechanics-Post-test	310.168	106			

***statistically significant at the level (α = 0.05)**

Table (15) depicts that there is a statistical significant difference at the statistically significant level (α = 0.05) between the two adjusted mean scores of each skill in the post writing performance test, attributed to the treatment variable, in favor of the experimental group who were taught through scaffolding instruction; except for grammar where the difference is attributed to the independent variable, and in favor of the control group who were taught in the traditional method.

3- To address the **third** question of the study, **''Are there any significant differences at (α = 0.05) in first secondary students' attitudes towards learning English language that can be attributed to the instructional technique (traditional vs. scaffolding)?'',** the mean responses and the standard deviations (Std) of the students' overall attitudes pre and posttest responses; in addition to adjusted means and standard errors of the students' overall attitudes posttest responses were calculated as presented in **Table (16)** below.

Table (16)

Mean responses and the standard deviations of the students' overall attitudes pre and posttest responses; in addition to adjusted means and standard errors of the students' overall attitudes posttest responses.

Group	Total pre-test		Total posttest		Adjustment	
	Mean*	Std. Deviation	Mean*	Std. Deviation	Mean	Std. Error
Control	2.84	0.25	2.84	0.25	2.85	0.04
Experimental	4.04	0.28	4.04	0.28	4.03	0.03

***Max mark (5)**

Table (16) shows that there are differences among the adjusted mean scores of the post- overall attitudes tests due to the various teaching techniques in favor of the experimental group who received scaffolding instruction. To reveal the significant

differences mentioned above, analysis of covariance (ANCOVA) was performed on the post -overall attitudes responses, as presented in **Table (17).**

Table (17)

ANCOVA results for the post -overall attitudes responses.

Source	Sum of Squares	df	Mean Square	F	Sig.
Pre-test	0.516	1	0.516	7.898	0.006
Group	37.251	1	37.251	***569.637***	***0.000****
Error	6.801	104	0.065		
Total	44.569	106			

***statistically significant at the level (α = 0.05)**

Table (17) shows that there is a statistical significant difference at the statistically significant level (α = 0.05) between the two adjusted mean responses of the post-overall attitudes, attributed to the treatment variable, in favor of the experimental group who were taught through SI. In reference to **Table (16)**, the adjusted mean of the experimental group was found to be (4.03) in comparison with the mean responses of the control group (2.85), who were taught in the traditional method.

In addition, means and standard deviations for the students' pre and posttest responses on the two domains of the questionnaire (attitudes towards English language, and students' opinions of the English language classroom), and adjusted means and standard deviations for the students' responses on the two domains of the questionnaire, posttest responses, were calculated according to the teaching technique and tabulated in **Table (18)** below.

Table (18)
Means and standard deviations for the students' pre and posttest responses on the two domains of the questionnaire, and adjusted means, and standard deviations for the students' responses on the two domains of the questionnaire posttest responses.

Domains	Group	Total pre-test		Total posttest		Adjustment	
		Mean*	Std. Deviation	Mean*	Std. Deviation	Mean*	Std. Deviation
Attitudes	Control	2.74	0.53	2.76	0.32	2.74	0.04
	Experimental	2.72	0.55	3.94	0.26	3.94	0.03
Opinions	Control	2.82	0.42	2.92	0.29	2.93	0.05
	Experimental	2.97	0.35	4.12	0.37	4.12	0.04

***Max mark (5)**

Table (18) shows that there are significant differences between the post-adjusted means of the questionnaire domains due to the instruction technique, in favor of the experimental group who were taught through scaffolding instruction. In order to test the significance of these differences, Multivariate analysis of covariance (MANCOVA) was applied on each of the attitudes posttest responses as presented in **Table (19).**

Table (19)

MANCOVA results for each of the attitudes posttest domains due to the teaching technique.

Source	Dependent Variable	Sum of Squares	df	Mean Square	F	Sig.
Attitudes - Pre-test	**Attitudes -Post-test**	0.090	1	0.090	1.042	0.310
	opinions- Post -test	0.898	1	0.898	8.736	0.004
Opinions- Pre-test	**Attitudes -Post-test**	0.035	1	0.035	0.401	0.528
	opinions- Post -test	0.137	1	0.137	1.330	0.252
Group	**Attitudes -Post-test**	36.847	1	36.847	***427.809***	***0.000****
Hotelling's Trace=5.556 Sig.=0.000*	**opinions- Post -test**	36.425	1	36.425	***354.412***	***0.000****
Error	**Attitudes -Post-test**	8.871	103	0.086		
	opinions- Post -test	10.586	103	0.103		
Total	**Attitudes -Post-test**	47.636	106			
	opinions- Post -test	50.139	106			

***statistically significant at the level (α = 0.05)**

Table (19) depicts that there is a statistical significant difference at the statistically significant level (α = 0.05) between the two adjusted mean scores of each domain in the post attitudes questionnaire, attributed to the treatment variable, in favor of the experimental group who were taught through scaffolding instruction. Additionally**,** the adjusted mean of the experimental group responses was found to be (4.12) on opinions in comparison with their mean responses on attitudes that was found to be (3.94) which revealed a higher statistical significant difference on the opinions domain.

To conclude, according to the findings of the study, using scaffolding instruction positively affected the development of Jordanian first secondary school students' achievement in reading comprehension and writing, in addition to their attitudes towards learning English language and their opinions of the English language class.

This chapter presented the statistical findings and the findings in a Table format. The following chapter draws inferences and conclusions from the data and posits recommendations for future research, as well as for educational administrators concerned with the effect of SI on reading comprehension and writing.

Chapter Five

Discussion and Recommendations

This study attempted to provide insight into the effect of scaffolding instruction on Jordanian first secondary students' reading comprehension skills and writing performance, in addition to its attempt to explore their attitudes towards learning English and their opinions of the English language class.

The following discussion addresses each of the findings of the study in light of the results of the statistical analysis reported in Chapter Four. The findings interpreting and understanding are discussed according to each question that was posited for the study. The main question of the study can be answered based on the results of the three related questions specified in Chapter One of this study.

5.1. Discussion of the findings related to the first research question

Based on the findings related to the first question, ANCOVA revealed statistically significant differences in the students' achievement mean scores in the reading comprehension posttest due to the instructional technique, in favor of the scaffolding instruction. The adjusted mean scores of the students of the experimental group were (16.89) which is significantly higher than those of the control group after the treatment (12.92).

The improvement in the students' reading comprehension scores could be attributed to the influence of the scaffolded cooperative classroom environment as the students' experienced active interaction in the classroom, which triggered the use of techniques that inactive students possess but do not normally use. Working on the students' previous knowledge might have stimulated their closeness to the text at hand

and made them feel that they have previous information about the topic and that the new information is not beyond their understanding. The processes of collective development of knowledge through discussions guided the students to co-elaborate cognitive skills in a supportive social environment. The result of this study is in agreement with the findings in the previous research on second language reading that scaffolding reading comprehension helped improve students' reading comprehension (Cooke, 2002; Kiong and Yong, 2001; Fung et al, 2003; Liang, 2004; Al-Debs, 2005; Cubukcu, 2008; Stahr, 2008). This potential explanation is consistent also with Suherdi (2008) that the active role of students is the backbone of the success of learning. Because of the technique of instruction, those students who were facing some difficulties in comprehending what they read before the treatment had received help and support in recognizing new techniques to interact with the text for better comprehension. Moreover, the co-construction of knowledge in discussions between the students in the experimental group occurred mainly with those students assuming distinct social roles in performing the activities, one acting as a "leader" and the others as "helpers"/ "scaffolders" collaborating with the leader. This seems to underline that those collaborative discussions can be developed within the group when a student acting as a helper collaborates with a student assuming the leadership of group discussions. This process acted as if the students themselves provided scaffolds for each other to move up to a higher ZPD after demonstrating autonomy and mastery of required skills in performing the assigned task.

Additionally, in the findings of Korn and Veith (2009), Bruch (2007), Cumming-Potvin (2007), Mehdian (2009), Cheng and Warren (2005), Hasan (2006), and Huang, Islami, and Hu (2010) findings support the idea that cooperative, supportive learning environment enhanced the achievement of the participants. Similarly,

according to the research findings of Olson and Land (2007) students achieved better performance on the standardized tests which proves the efficacy of cognitive strategies including scaffolding. Culican, Milburn and Oakley (2006) confirmed the improvement of the comprehension skills of the at risk experimental study students who underwent a scaffolding literacy program. Yoosabi (2009) results were also in congruence with this study results where the reading ability and reading comprehension skills superiorly improved due to scaffolding technique included as well as the rest of the applied strategies.

However, Proctor et al. (2007) reported that their study results showed weak correlations and in one case, negative correlation on the posttest gain in vocabulary and comprehension. Similarly, Anthony (2007) pointed out in his study findings that reading comprehension advancement was questionable.

Furthermore, students with difficulties in reading comprehension did not feel embarrassed about asking questions and not keeping up with advanced students. With the help and encouragement they received, students were less likely to get frustrated and afraid of failure. Students vary in their ways of learning (Felder and Henriques, 1995), henceforth, it is the interaction with the teacher, the support that was provided using visual representations, questioning, group work, graphic organizers and diagrams helped students to organize their thinking process and utilize the aids supplement given. This is consistent with the findings of Katz and Kratcoski's (2005), Fund (2007) where the teacher's role as a facilitator provides students with opportunities to construct knowledge, and superior achievement was accomplished after being exposed to various types of scaffolding. Graphic organizers may be a viable choice in scaffolding revision because they help students revise better as they can organize and chunk information, and may influence the students' assimilation encoding process by providing anchoring

ideas to help hold incoming information from text. This explanation is in accordance with the findings of Ermis (2008) where the posttest scores of the students who received reading comprehension instruction which included the use of graphic organizers were statistically significantly higher than the posttest scores of the students who received the traditional read-and-discuss comprehension instruction. In addition, Berkowitz (1986) found in his study that students who used map-construction scored significantly higher on immediate recall tasks of expository passages than students who used the other study procedures. This is in accordance with the results of the current study.

The use of modeling is one of the most useful types of scaffolding (Suherdi, 2008). Explicit and successful modeling helped students recognize the expectation of the tasks and anticipate the investment they need to put, in terms of energy, time, and other relevant supports, to the effort of accomplishing a task. The students' success in accomplishing the tasks may serve as a good example of the contribution of modeling on students' success in imitating, if not mastering the performance they were expected to master. This is congruent with the findings of Suherdi (2008) that the more modeling that the students' experience, the more improvement is noted in the students' achievement in reading comprehension. It is also consistent with the findings of Mehdian (2009) that there is a relationship between modeling as a scaffolding strategy and reading comprehension. So, if the students are motivated through different instructional strategies improvement in reading comprehension is to be expected. Similarly it is consistent with Scharlach's study findings (2008) that modeling and scaffolding of eight comprehension strategies resulted in significantly higher reading comprehension achievement. Apart from modeling, effective scaffolding such as think-aloud is believed to be a crucial strategy in the scaffolding instruction where the students listened to the teacher thinking aloud and recognized one way to lead their

understanding and how to manipulate the material in an organized way in order to get good comprehension. Think –aloud was also applied in cooperative work where students overlapped the fear of making mistakes and errors, and the anxiety of losing face in front of the whole class. This is congruent with the findings of Sukyadi and Hasanah (2008) that using think-aloud strategy was fruitful in improving the students' reading comprehension. It is also harmonious with the findings of Mehdian (2009) study where the students made use of the second level of apprenticeship by working together, thinking together, and by making their thinking process visible to themselves and to others which reflected on better reading comprehension of the written text.

Students had scaffolds from their peers that gave them more self-confidence to discuss with the teacher, who, in her turn was there all the time encouraging them and praising their participation and responses. The teacher's role has also changed. Her new role was to guide students to learn, and to encourage, facilitate and reinforce them to accomplish the activities they were required to do. This is consistent with Katz and Kratcoski's findings (2005) where the teacher had a different image of her role in teaching, as she realized herself more as a facilitator and an opportunity provider to discover or construct knowledge. In Bixler's study (2007), it was found that safe learning environment that lacks threat of failure helped in increasing the students' motivation, in reducing frustration and stress, and in increasing self-efficiency. The findings of Pawan (2008) and Stahr (2008) support the effect of the teacher claim as they reported effective scaffolding is a significant factor in the teacher's knowledge base, especially those who teach English language.

In addition, the results provide support for the educational value of the scaffolding instruction in the regular English class in senior high schools in Jordan. Since reading comprehension is a focus in senior high school students' English learning

classrooms, the result highlights that teachers should incorporate scaffolding instruction into students' regular English learning settings to promote their reading comprehension.

Effective instruction influences development of higher functions and skills beyond the confines of a learner, thus it can undoubtedly further development of students' cognitive and metacognitive skills (Davis and Miyake, 2004). As revealed by the statistical significant difference, reading comprehension was highly affected, and therefore, it should be emphasized that scaffolding instruction improved students' achievement in reading comprehension.

5.1.1. Effects of the designed scaffolding instruction on the five levels of reading comprehension

This section displays the effects of the instructional technique on the five levels of reading comprehension investigated via the questions of the reading comprehension test which are inferential, referential, vocabulary, main idea, and critical levels (**Appendix 1**). The data used for the statistical analysis were collected from the students' pre and posttest scores for each type of questions. By conducting the MANCOVA, the means of each set of scores were compared to scaffold the answer to the first research question **(Table 11).**

The students gained better mean scores for all included levels of comprehension demonstrated in inferential, referential, vocabulary, main idea, and critical questions on the posttest. The significant differences in the adjusted mean scores of both groups on the posttest showed that students were highly affected by the scaffolding instruction. The experimental group posttest adjusted mean scores of the five levels of reading comprehension were higher than the control group on the same test. This indicates that

there was a considerable effect of scaffolding instruction on the five levels of reading comprehension.

This improvement in the students' achievement may be attributed to the students' skills developing capabilities to read the material and relate it to questions using scaffolding techniques. Because in this intervention students set purposes, make predictions, apply their previous knowledge, read silently, listen to the teacher, watch modeling, discuss with peers, ask questions, verify predictions, and re-read. These might have contributed positively to students' advancement regarding these five types of questions. The findings of this study are in agreement with Culican, Milburn, and Oakley's findings (2006) which showed that students improved their reading comprehension skills and developed higher order skills along with better critical thinking skills.

According to the adjusted mean scores of the students of the experimental group on the overall-posttest, it can be seen that the students' achievement was the highest on vocabulary (3.53), while critical level questions adjusted mean scores on the posttest was the lowest (3.12). These findings can be justified on the basis of the effectiveness of the educational activities practiced by the experimental group and the class discussions that stimulated the students' prior knowledge and added to their dictionary by speaking up and exchanging information that included familiar words to some students that were new to others interchangeably. This result which implies gains in vocabulary is consistent with the results of Al-Ananzeh (2010) which support that communication and enjoyment while learning seems to expand the vocabulary of the students. As for the finding on critical level, the researcher believes that such a skill requires questioning and long time of practice and that could be the main reason behind the relatively low improvement on the students' achievement in comparison to their enhancement on the

other reading comprehension levels. By comparing between the students' mean scores on the other included reading comprehension levels, it can be noted that on the inferential level, the students achieved second high gains as their performance improved from (2.87) in the total pre-test to (3.46) in the adjusted total posttest. The same is observed in the difference between the total pre-test of the experimental group mean scores and adjusted total posttest scores of the referential level where they improved from (2.67) to (3.42). Regarding the main idea level, improvement was relatively high, especially if we compare the students' total pre-test mean scores (1.78) with their adjusted total posttest mean scores (3.36). Justification of such results can be attributed to the applied scaffolding technique in emphasizing the student-text relationship, where the student explores the text, read it many times and discuss it till the internalization process takes place. It can also be attributed to think-aloud technique that enabled the students to read and listen to the new information in an explanatory way. These results are in agreement with Cooke's (2002) findings where students improved on inferential level, and with Sukyadi and Hashanah's (2008) results where think-aloud scaffolding strategy revealed significant improvement in the experimental group reading comprehension. This result is also in congruent with Scharlach (2008) who found that students made significantly higher reading comprehension achievement after modeling and scaffolding eight comprehension strategies which were also implemented in this study. In answer to the first research question, scaffolding instruction helped in improving the students' reading comprehension.

5.2. Discussion of the findings related to the second research question

According to the findings related to the second question, ANCOVA revealed statistically significant differences in the students' achievement mean scores on the writing posttest due to the instructional technique, in favor of the scaffolding

instruction. The adjusted mean scores of the students of the experimental group were (14.42) which is significantly higher than those of the control group (6.65) after the treatment.

The improvement in the students' writing could be attributed to cooperative peer work. The findings of Sperling (1990) , de Guerrero and Villamil (2000), Shull (2002), Gillies and Boyle (2005), Storch (2005) and Graham and Harris (2005) are consistent with this study result where they found that when students worked together they achieved better scores and every one benefited more. The students were relaxed with their peers and this interaction helped in improving their writing performance. Students got benefit from the teacher's scaffolds by providing them with guidance and support, as well as their colleagues help within each group in guiding and consulting them in writing at the beginning of the task. Shull (2002) and Felton and Herko (2004) findings are in consistence with this justification where the teacher monitored the students' progress and provided support during draft writing. Clues, discussion of ideas loudly, assistance in remembering or finding the right vocabulary, feedback, helping the students to blend their sentences within their paragraphs so that they are smooth and have a logical flow. Reiser (2004) pointed out that in scaffolding learners receive support and assistance to successfully perform certain tasks and move to more complex ones, without which, they would be beyond their ability. Building on the acquired experience and skills students reshape their knowledge and improve their performance.

Another problem that usually faced the students in their writing as detected from revising their writing summaries was their inability to support their main points through elaboration, consequently, students' statements tended to have very little substance. Graphic organizers may have helped students to resolve this problem as students could see clearly the relationship between the main ideas and sub-ideas. Felton and Herko's

results (2004) revealed that graphic organizers enabled students to solidify their ideas before writing, and helped also in scaffolding the argumentative structure of the writing process. Fergus's (2009) results pointed out that the students' ability to write summaries improved significantly; they could write more-complete well-organized summaries after the intervention. Furthermore, this finding could be justified by the application of peer editing as it made it clear that every student is capable to revise his classmate's work in a friendly and cooperative way. Editing was meant for support and improvement and not for criticism. This finding is also in agreement with de Guerrero and Villamil (2000) and Hayashi (2005) where they pointed out the importance of self and peer editing to mediate learning and the multi-dimensions and fluidity of peer-to-peer scaffolding. Similarly, the same finding was revealed by Felton and Herko (2004) who believed that writing is a social activity; henceforth, conducting workshop in which students shared ideas and carried out peer editing resulted in improved persuasive writing.

It is worth noted that after the scaffolds were removed, the performance of the students remained at a high level. The mean scores of the total pre-writing test (6.49) as shown in **(Table 12**) has improved to reach (14.42) in the total adjusted posttest mean scores. The fact that students kept a high level of writing after the teachers and peers' assistance was no longer present, suggests that the students grasped and mastered the "tools" of good writing as their own tools. A sample of students' performance in producing written texts may illustrate the claim **(Appendix 13).** In de Guerrero and Villamil's findings (2000) revealed that the students believed in their performance autonomy after peer scaffolding.

In addition, model writing as a scaffolding technique could have provided the students with clear guidelines to follow in order to fulfill the task requirements. Sperling

(1990) in his study used model writing and the findings revealed its effectiveness in improving the quality of the students' writing performance.

Questioning scaffolding technique is a potential explanation for the improvement in the students' writing performance in this study. This is consistent with Ge and Land's study findings (2004) where questioning technique promoted cognitive growth of students and that it was even a better scaffolding strategy than peer interactions in improving the students' writing. As it can be seen from the data analysis, the use of various types of scaffolds in the form of modeling, talk-aloud, class and peer discussions, use of writing worksheet and graphic organizers, could have helped the students produce more advanced writing compared to the level of writing they produced when unassisted. The progress was demonstrated in the use of more advanced appearing organization and structure of writing, the quality of content, and the increased use of correct spelling and punctuation. The significant difference between unassisted writing and scaffolded writing (as was interpreted from the difference between the mean scores of the students on the pre-test and the adjusted mean scores on the posttest) indicated that the students were performing within their zones of proximal development. According to Rosenshine and Meister (1992), scaffolds are only useful within the student's own zone of proximal development (ZPD).

It should be mentioned that the slight improvement of the control group achievement (6.65) could be justified by the scattered focus on writing as they did not receive emphasized instruction on writing due to time constraints, and because writing is not usually given precise attention.

5.2.1. Effects of the designed scaffolding instruction on the four writing skills

Descriptive statistics were computed for each writing skill as well as for the overall writing scores, for both groups of students. Moreover, statistical significance was determined by (α=0.05). Using Multivariate analysis of covariance (MANCOVA) on each of the writing posttest skills showed that the highest improvement was achieved on mechanics where the adjusted writing posttest mean scores of the experimental group students' was (4.09), followed by organization and structure where it was (3.98) , and content (3.94) **(Table 14).** All of these mean scores were statistically significant in favor of the experimental group. Interestingly, the adjusted overall posttest mean scores for grammar were (2.38) which is statistically not significant. This result may be due to the fact that grammar was not emphasized in the teacher's guide because of the time restrains and due to the researcher's belief that Jordanian students in general master the grammatical rules more than any other sub-skill in the language. This opinion was derived from the focus of the teaching methods on grammar starting in early grades of school. These results are in congruent with Culican, Milburn, and Oakley's findings (2006) where improvement on the mechanics of writing and structure in the students' writing was reported.

As mentioned so far, in answer to the second research question, the scaffolding instruction helped change most of the students' quality of writing in English in that they improved in content, organization, structure, and mechanics.

5.3. Discussion of the findings related to the third research question

Two significant findings were revealed in the students' learning interest towards English language, and their opinions of the English language class. First, there was significant difference between the post-adjusted means of the questionnaire domains

due to the instruction technique, in favor of the experimental group who were taught through scaffolding instruction.The adjusted mean scores of the post-overall attitudes towards English language was (4.03) for the experimental group, in comparison with the control group adjusted mean scores of the post-overall attitudes towards English language which was (2.85). However, the results show that most of the experimental group students changed their attitudes towards English language learning and their opinions of their English language class. Interestingly, the students' opinions of the English language class adjusted mean scores (4.12) was higher than the adjusted mean scores on attitudes (3.94).

The significant finding on the questionnaire items revealed that the instructional technique helped enhance the students' attitudes towards learning English. Specifically, after the treatment, the adjusted mean scores of the post-overall attitudes towards learning English improved. This difference suggests that more students were interested in learning English language after the treatment. It is likely that the treatment promoted the students' opinions in the English language class, which in return helped enhance their interest and improved their attitudes towards learning English. This suggests that after the treatment, more students felt confident that they liked the instructional techniques used by the teacher to enhance their English reading comprehension ability and writing performance. Social support from teachers and peers is an important component that may have influenced students' academic achievement. When students perceive that they are supported by their teacher, they tend to engage more actively and make a greater effort in their academic work (Huang, Eslami, and Hu, 2010).

Another possible explanation for the result is that this change of opinion may have resulted from students' interaction in the classroom where the students got more involved in the discussions and learning process through the teacher's modeling and

guided practice. In other words, the scaffolding instruction might have lead students to actively interact with the text; with the teacher and with other students; therefore, this involvement made them have more interest towards English learning, which then resulted in their improved attitudes towards learning English. These results were in accordance with those found by Huang, Islami, and Hu (2010) where the teacher's support was the most effective variable compared to other types of support. The study participants felt less anxious when they recognized that they obtained more academic support from their teacher. White and Manning (1994) study results expressed the positive effect of scaffolding on the students' behavior. In Bixler's (2007) study, the experimental group students expressed reduced frustration and stress with increased self-efficacy, which in return was revealed in their positive achievement on problem – solving. In addition, Hasan's (2006) study revealed that the results were in favor of the experimented teaching strategy that involved scaffolding instruction as part of the collaborative component of reciprocal teaching. This may support why most of the students liked the scaffolding instruction investigated in the questionnaire items. Besides, Culican, Milburn and Oakley (2006) pointed out that SI is widely recommended for its impact on students' attitudes as they expressed satisfaction and awareness of their skills enhancement after being exposed to the scaffolding literacy approach. This kind of awareness increased their motivation towards learning. Therefore, the scaffolding instruction can be incorporated into English language classrooms to increase students' enjoyment in the teaching techniques of English reading comprehension and writing, as well as to strengthen their reading comprehension and writing. The study result is also consistent with Ragland (2008) who found a significant relationship between students' attitudes towards learning and achievement level. However, Cheng and Warren (2005) study findings suggested that

students had less positive attitudes towards assessing their peers' language proficiency which contradicts with the present study findings. As Cook (2002) concluded in his study on the attitude measure, provided support increased students' involvement and enthusiasm towards reading as well as developed positive attitude towards learning.

5.4. Conclusion and recommendations

To be truly meaningful, instruction should be focused on trying to be the bridge between students' actual ZPD and the expected performance in a higher ZPD. Assistance and guidance provided to students can facilitate their transition from one ZPD to another in a hierarchal level in a relaxed, safe and enjoyable way. Student-teacher relationship can take the form of "give a hand" to move on with confidence. Teachers are hoped to benefit from this study in becoming more aware of their actual role as facilitators of learning, and their responsibility in recognizing the ZPD of their students in order to help them move up to a higher level with confidence and high self-esteem. At a curricular level, making language instruction more meaningful implies weaving in particular content that can be connected to the students' lived experiences so that their learning can become situated rather than abstract, collaborative and guided until autonomy is achieved.

The following conclusions can be drawn based on the results obtained:

1. Similar to some preceded studies, this study confirms that SI could enhance English language learning among first-secondary school students.
2. Scaffolding instruction enables students' to improve their English language reading comprehension and develop good reading comprehension skills in a variety of levels such as inferential and referential levels, to build knowledge of vocabulary and to develop main ideas in addition to improve their critical thinking.

3. Scaffolding instruction improves students' writing performance because it provides them with ways to organize their thoughts and broaden their writing skills.
4. Scaffolding instruction has led to much greater improvement in students' attitudes towards learning English language, and better enhancement in their opinions in the English language class, than the traditional method of teaching.
5. With reference to the students improved performance in the reading comprehension and writing posttests, the students showed high level of autonomy after the treatment was over, might indicate the effectiveness of SI in empowering the students and their transition to a higher zone of proximal development.
6. It is recommended that more research be carried out to provide additional knowledge with regard to the replication of the current experiment at other aspects o English language and at different levels of learners at schools.
7. Training courses for teachers on scaffolding instruction are encouraged to equip them with the necessary knowledge and practice needed to apply scaffolding instruction in their classrooms.

5.5. Pedagogical implications

The results of this study support the use of SI in teaching English. They also suggest that SI has positive effects on students' attitudes towards learning English language. The results revealed that the use of the SI in teaching English to first secondary school students is more effective than the use of the traditional method. Therefore, SI, which was proved by many studies to be necessary and effective in this context, might need to be taken into consideration when planning the curriculum. Teachers of English are advised to provide their students with different selections of scaffolds to increase their interest and motivation and also develop a habit of reading

among them. However, the selected techniques of scaffolding should be appropriate to match the students' ZPD; otherwise they may create a sense of frustration or become de-motivated due to the complexity of the text. In this way, teachers fulfill Vygotsky's idea that, "The teacher must orient his work not on yesterday's development in the child but on tomorrow's. Only then will he be able to use instruction to bring out those processes of development that lie in the zone of proximal development" (Vygotsky, 1978, p. 211).

The scaffolded writing techniques also hold promise as a new instructional technique that may be used by classroom teachers. It allows teachers to provide appropriate individual support while at the same time to work with a small group of students. Scaffolded writing facilitates the transition to independent writing. It supports the students' writing production, thus preserving the critical link between meaning and writing. It helps the student to distinguish the "word" within the flow of that composition and stabilizes the link between meaning, oral speech, and the written word. Scaffolding also adds to our repertoire of appropriate types of support in the area of emergent literacy—expanding the tactics to include various types of scaffolding techniques.

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APPENDICES

APPENDIX I

The Reading Comprehension Test

Al-Ittihad Schools

First-Secondary Grade

Reading Comprehension Test

Name:

Class:

Section:

Scholastic Year 2010/2011

First Semester

I- Read the following passage carefully then answer the questions below. Encircle the correct answer a, b, c, or d.

A fight for survival

The Orangutans are the only **exclusively** Asian living type of great ape. They are among the most intelligent monkeys. Orangutans once lived all over south – east Asia, but now they are only found in the wild on the islands of Borneo and Sumatra. Ten years ago there were approximately forty thousand orangutans in the wild. There are now less than twenty thousand, and this number is decreasing every year.

The natural **habitat** of orangutans is the forest, but the forests themselves are in danger. Every year thousands of acres of trees are cut down for wood and to give farmers new land to grow their corps. Also, serious forest fires destroyed large areas of forest in the 1990s. Orangutans depend on the forest for shelter and food and need large areas to find insects and fruit to eat.

For poor people living in these areas, orangutans can bring in money, but can also be a threat. Because of the reduction in the size of the forest where they live, orangutans now eat some of the crops that the farmers grow. So it is common for people to kill adult orangutans to protect their crops, and to kidnap and sell baby orangutans as pets. But as adults, they can be aggressive and difficult to keep.

Several charity organizations are working to save the orangutans of Borneo and Sumatra. They take in unwanted pets and animals which have been kidnapped, prepare them for a new life in the wild, and then set them free. The work of these charities is expensive, but is making a difference to the survival of the orangutans. Nature lovers and some rich people financially participate in saving the threatened animal.

Questions:

1- What kind of creatures are the Orangutans?

a) A large animal of the cat family.
b) Avery large wild animal with large flat horns.
c) A type of animal like a large monkey.
d) A very large fierce-looking dog.

2- The orangutans used to live in:

a) Europe.
b) Asia.
c) Forests.
d) Africa.

3- Read this sentence from the passage (paragraph 1, line 1): "The Orangutans are the only exclusively Asian living type of great ape." **Which word is a similar in meaning to "exclusively"?**

a) Partially.
b) Originally.
c) Solely.
d) Shortly.

4- The main idea of the first paragraph is:

a) Orangutans are amazing creatures with unique characteristics.
b) Borneo and Sumatra are the best places for the orangutans.
c) Humans are the only friends of the orangutans.
d) Some wild animals are in danger of gradual disappearance.

5- The underlined word in the 2nd paragraph, line 1, in "The natural habitat of orangutans is the forest, but the forests themselves are in danger" **means:**

a) Environment.
b) Custom.
c) Forest.
d) Space.

6- The main point in the second paragraph is that:

a) Some people have difficulty looking after the environment.
b) Some experts believe that the global warming affects our climate.
c) The orangutans are preventing people from planting their lands.
d) The destruction of the forests of Borneo and Sumatra is threatening the orangutans.

7- The Charity Organizations care about the orangutans because:

a) They want to collect money from the rich to establish new farms for the farmers in Borneo and Sumatra.
b) They want to save the orangutans living in Borneo and Sumatra.
c) They love nature and want to make it look more beautiful.
d) They want to take the babies of the orangutans and train them to live as pets.

8- How do members of the Charity Organizations save animals?

a) Take care of them.
b) Take advantage of them.
c) Use them to make money.
d) Keep them in their own houses.

9- In the last paragraph, third sentence, the author says "The work of these charities is expensive**" Where do the Charity Organizations get money from?**

a) They ask for money in the newspapers.
b) They get donations from rich people and those who love nature.
c) They take money from the governments.
d) They sell some animals to raise money.

10- The main theme of this article is:

a) To entertain the reader with stories about the orangutans.
b) To describe the life of orangutans.
c) To inform the reader of the importance of wildlife conservation.
d) To warn the reader about the challenges of living nearby the forests

II. Read the following passage carefully then answer the questions below:

One day in 1894 I saw **a brilliant** light on Mars. Scientists had also seen lots of explosions on the planet. They did not know it, but Martian spaceships had taken off. They were planning to attack Earth.

A colony of Martians wanted to move to Earth because it was warmer than Mars and a better place to live. Martian technology was much more advanced than ours. But the Martians were not friendly creatures: they wanted to destroy Earth and eat all the people.

A few days later, a Martian spaceship landed in the south of England. Amazed, people came to watch. They tried to communicate with the Martians; they tried speaking and sent signals, but the Martians did not understand. A Martian climbed out of the spaceship and took one of the people, a shop assistant, who started to scream. Then the Martians used a special gun to kill all the people watching. I was the only man who escaped. I went to my village to tell people. "I've seen creatures from Mars," I said, "they have landed near here and they have killed many people," but no one believed me. So I went to London and told the newspapers there. They just laughed at my story.

Then a second spaceship landed. This time soldiers came to the area. I could hear fighting and took my wife to a safe place, and then I went to see what was happening. I saw an enormous Martian fighting machine. Soldiers tried to destroy the fighting machine with guns, but the guns had no effect. The fighting machine shot the soldiers, and with its **advanced** technology, killed most of them.

The Martians had invented spaceships to attack Earth, and had used technology to kill people. But their bodies were not prepared for Earth's illnesses. They had no cure and they all died. "I have seen the destruction of London, but I have also seen the Martians die," I told the people I met.

There are important lessons to learn from the Martian attack on Earth. We have kept a Martian body and put it in the History Museum. Now, Man will have to try to go into space. It is important that men go to the places that the Martians have already visited. If we do not get the technology that the Martians already have, perhaps the Martians will attack again.

Questions:

1- The underlined word " brilliant" in the first paragraph, first line means:

a) Very smart.
b) Very skilful.
c) Very intelligent.
d) Very bright.

2- The Martians are:

a) Friendly people from space.
b) Enemies to mankind from Mars.
c) Killing machines.
d) A group of soldiers.

3- Why were the Martians spaceships taking off?

a) To perform some scientific experiments.
b) To make the scientists see the light.
c) To do some exploration rounds.
d) To attack earth.

4- The main idea of the second paragraph is:

a) To describe the gloomy future of Earth.
b) To reveal the Martians intentions.
c) To give a better idea about the Martians.
d) To warn us that Earth is in great danger.

5- The Martian killed the shop assistant and the watching people because:

a) He misunderstood their language and signals.
b) He didn't like them.
c) The idea of their visit to Earth is to attack people.
d) He wanted to try his weapons.

6- Why did the narrator go to London?

a) To tell the newspapers about the killing incident and become popular.
b) To warn people of the coming danger.
c) To run away from the Martians.
d) To learn more about the Martians.

7- The underlined word in the fourth paragraph, fifth line "The fighting machine shot the soldiers, and with its **advanced** technology, killed most of them**" means:**

a) Simple.
b) Greatly dangerous.
c) Highly developed.
d) Basic.

8- What does the narrator want to tell us in the last paragraph, 2nd sentence, when he says, "We have kept a Martian body and put it in the History Museum**"?**

a) That this body is a reminder to people that Earth might be attacked again.
b) That it is a true history.
c) That they have studied this body and found it abnormal.
d) The body is important when we learn about history.

9- The reader can understand that :

a) This article is an invitation to attack space especially Mars.
b) Man should invent new weapons to protect his planet.
c) Technology alone is not enough.
d) Both technology and knowledge are important to keep the Earth safe.

10- The best title for this article is:

a) Space War.
b) Life on Mars.
c) Future of Earth.
d) Spaceships in 2080.

Reading Comprehension Test

Answer Sheet

Passage I

1.	A	**B**	**C**	**D**
2.	**A**	**B**	**C**	**D**
3.	**A**	**B**	**C**	**D**
4.	**A**	**B**	**C**	**D**
5.	**A**	**B**	**C**	**D**
6.	**A**	**B**	**C**	**D**
7.	**A**	**B**	**C**	**D**
8.	**A**	**B**	**C**	**D**
9.	**A**	**B**	**C**	**D**
10.	**A**	**B**	**C**	**D**

Passage II

1.	A	**B**	**C**	**D**
2.	**A**	**B**	**C**	**D**
3.	**A**	**B**	**C**	**D**
4.	**A**	**B**	**C**	**D**
5.	**A**	**B**	**C**	**D**
6.	**A**	**B**	**C**	**D**
7.	**A**	**B**	**C**	**D**
8.	**A**	**B**	**C**	**D**
9.	**A**	**B**	**C**	**D**
10.	**A**	**B**	**C**	**D**

APPENDIX 2

The List of Jury for Validating the Research Instruments and the Designed Teacher's Guide

No.	Rank	Name	Qualification	Place of work
1.	Professor	Mahmoud Al-Qdah	Ph.D. Linguistics/ Discourse Analysis	Princess Sumaya University
2.	Associate Professor	Ahmad Khawaldeh	Ph. D in Methods of Teaching English Language	University of Jordan
3.	Associate Professor	Hamzeh El-Omari	Ph.D. in Curriculum and Methods of Teaching English Language	University of Jordan
4.	Assistant Professor	Faisal Khweileh	Ph.D. in Curriculum and Methods of Teaching English Language	University of Jordan
5.	Assistant Professor	Moh'd Hamdan	Ph.D. in Reading and Language Arts	University of Jordan
6.	Supervisor	Ahmad Abo-Eisha	High Diploma/Education	Private Education
7.	Supervisor	Faris Tarawneh	High Diploma/Education	Universal Schools
8.	Supervisor	Najwa Najjar	High Diploma/Education	Private Education
9.	Supervisor	Samar Al-Aghbar	BA in English High Diploma in Education	Universal Schools
10.	Supervisor	Omar Okor	High Diploma/Education	Private Education
11.	Teacher	Daa'd Saa'feen	BA in English Language	Al-Etifaq International School
12.	Teacher	Hussein Asfour	BA in English MA Translation	Universal Schools
13.	Teacher	Moh'd Mohtaseb	BA in English	Universal Schools
14.	Teacher	Fadi Zyadat	BA in English Language	Universal Schools
15.	Teacher	Bassam Abdeljawad	BA in English High Diploma/ Translation	Mansour Kreishan School

APPENDIX 3

The Writing Performance Test

Al-Ittihad School

First-Secondary Grade

Writing Performance Test

Name:

Class:

Section:

Scholastic Year 2010/2011

First Semester

Write a three -paragraph composition (introduction, body and conclusion) on the following topic.

1- Do you think new inventions (computer, internet, mobile, games etc…) are **good** or **bad** things? **Give your reasons.**

APPENDIX 4

Point System

Rubric Scoring Guide for the Written Description

Organization (Coherence & Cohesion) (5 Points)	Strong topic sentence addresses the prompt. (1 point)	Topic sentence addresses the prompt and includes key words from the prompt.(0.75 point)	Attempts a topic sentence. (0. 5point)	Topic sentence is absent or unclear.
	Logical organization of ideas. (1 point)	Organization of ideas developing one sub-toping into one paragraph. (0.75 point)	Poor organization of ideas. (0. 5point)	No organization of ideas.
	Reasons, details, facts strongly support topic. (1 point)	Reasons, details, facts are clear. (0.75 point)	Reasons, details, facts are confusing and do not support topic properly. (0. 25point)	Reasons, details, facts are unclear or not related.
	Fully coherent text. (0.5 point)	Good sentence level cohesion. (0.25point)	Some sentence level cohesion. (0.12.5point)	Lack of sentence cohesion.
	Clear paragraphing. (0.5 point)	Proper indication of paragraphs: block or indented. (0.25point)	Not consistent with required paragraphing. (0.12.5point	No clear use of paragraphs.
	Strong conclusion (revisits topic in an interesting way). (1 point)	Solid conclusion restates topic. (0. 75point)	Weak conclusion mostly repeats the topic sentence. (0. 5point)	No/ inappropriate conclusion.

Content (5 Points)	Comprehensive information. (2 points)	All information relates to the topic sentence. (1.5 point)	Information repeated or wanders from the topic. (0.5 point)	Not enough information or information unclear.
	Interesting examples, evidence, and explanations. (1 point)	Examples and explanations help reader understand the topic. (0.75 point)	Few examples and/or very little explanation. (0.5 point)	Examples inaccurate, confusing, or omitted.
	Fully develops prompt. (1 point)	Clearly addresses the prompt. (0.75 point)	Accurate, but prompt not developed. (0.5 point)	Off prompt or not clear connection to prompt.
	Wide range of vocabulary. (1 point)	Good range of vocabulary. (0.75 point)	Limited range of vocabulary (0.5 point)	No range of vocabulary.
Grammar & Structure (5 Points)	Variety of grammatical features (tenses, structures, modals, pronouns, auxiliaries etc.) correctly and appropriately used. (4 points)	Proportion of accurate/inaccurate sentences and clauses. (3 points)	Many grammatical errors. (1.5 points)	Mostly incorrect grammatical features
	Correct use of plural marking.(1 point)	Mostly correct use of plural marking. (0.75 point)	Inconsistent use of plural marking. (0.5 point)	Mostly incorrect use of plural marking.

Mechanics (5 Points)				
(2.5 points each)				(No points)
Capitalization & Punctuation	Almost no errors (1-2 errors) (2.5 points)	Some errors but they do not interfere with reading or understanding the writing. (up to 4 errors) (2-1.5 points)	Several errors that slow down the reader. (up to 5 errors) (1 point)	Filled with errors that interfere with reading. (more than 5 errors)
Spelling	Almost no errors (1-2 errors) (2.5 points)	Some errors but they do not interfere with reading or understanding the writing. (up to 4 errors) (2-1.5 points)	Several errors that slow down the reader. (up to 5 errors) (1 point)	Filled with errors that interfere with reading. (more than 5 errors)

APPENDIX 5

The List of Jury for Validating the Point System
Rubric Scoring Guide for the Written Description

	Rank	Name	Qualification	Place of work
1.	Instructor	Kelle Taha	M.A. in TEFL (PhD. Candidate in Curriculum and Instruction)	University of Jordan
2.	Principal	Ibtihal Attyat	MA in TEFL	Ittihad School/ IG
3.	English Language Coordinator	Sajeta Amouf	BA in English Language Literature	Ittihad School/ IG
4.	Supervisor	Samar Al-Aghbar	BA in English High Diploma in Education	Universal Schools
5.	Supervisor	Ahmad Abo-Eisha	High Diploma/ Education	Private Education, Directorate
6.	Teacher	Hussein Asfour	BA in English MA Translation	Universal Schools
7.	Teacher	Inas Abu-Ruz	MA in TEFL	Ittihad School
8.	Teacher	Maysoon Abdo	BA in English	Ittihad School
9.	Teacher	Daa'd Saa'feen	BA in English Language	Al-Etifaq International School
10.	Teacher	Bassam Abdeljawad	BA in English High Diploma/ Translation	Mansour Kreishan School

APPENDIX 6
Attitudes and Opinions Questionnaire

Students' attitudes towards learning English and their opinions in the English language class

Dear Student,

First of all I would like to thank you for your kind participation in completing this questionnaire which is a tool for a study that aims at investigating the effect of scaffolding instruction on the achievement of the first- secondary students in English language reading and writing skills.

Would you please go over the (33) questionnaire items and put (X) in the box that you think it represents your opinion. It should take you about (15) minutes to complete. Each item is translated into Arabic to make sure that it is fully understood.

It is hoped that the results of this study will be used to improve English language instruction. Your participation will help me to understand your attitudes towards learning English and your opinion in the English language class.

I assure you that your answers will be confidential.

Once again thank you for your kind cooperation.

Sincerely,

Eman Safadi

A questionnaire aims to assessing the first-secondary students' attitudes towards learning English language, and their opinions of the English language class

Items **البنود**	**Strongly Agree** **أوافق بشدة**	**Agree** **أوافق**	**Neutral** **حيادي**	**Strongly Disagree** **لا أوافق بشدة**	**Disagree** **لا أوافق**
1. I enjoy learning English language. استمتع بتعلم اللغة الإنجليزية.					
2. I think the way I learn in the English language class affects my interest in English learning. أعتقد بأن الطريقة التي أتعلم بها في حصة اللغة الإنجليزية تؤثرعلى رغبتي في تعلم اللغة الإنجليزية بطريقة ايجابية.					
3. I prefer English classes to other subjects. أفضل حصة اللغة الإنجليزية على حصص المواد الأخرى.					
4. I feel that time passes fast in the English class. أشعر بأن الوقت يمر بسرعة في حصة اللغة الإنجليزية.					
5. I like to learn English through reading. أرغب بتعلم اللغة الإنجليزية من خلال القراءة.					
6. I like to re-read the relevant information to help me understand the text in the English language class. أرغب بأعادة قراءة المعلومات المتعلقة بالموضوع لمساعدتي في فهم النص في حصة اللغة الإنجليزية.					
7. I like to get clues from the context to guess the meanings of new words while reading. أرغب بالحصول على مؤشرات من النص لأخمن الكلمات الجديدة في النص خلال القراءة. معاني					
8. I like to make inferences because it helps me to have more critical thinking while reading. أحب عمل استنتاجات لأنها تساعدني على التفكير الناقد خلال القراءة.					

Items البنود	Strongly Agree أوافق بشدة	Agree أوافق	Neutral حيادي	Strongly Disagree لا أوافق بشدة	Disagree لا أوافق
9. I feel happy when I guess the main idea of a reading text in English. أشعر بالسعادة عندما أخمن الفكرة الرئيسية لنص قراءة باللغة الإنجليزية.					
10. I feel happy when I understand information not clearly presented in an English reading text. أشعر بالسعادة عندما أفهم معلومات غير واضحة في نص قراءة باللغة الإنجليزية.					
11. I like to make predictions because it helps me to activate my background knowledge for better reading comprehension. أحب عمل توقعات لأنها تساعدني في تنشيط معرفتي السابقة للحصول على استيعاب أفضل للقراءة.					
12. I like to make a written summary of the English text I read to emphasize my understanding. أحب كتابة ملخص لنص اللغة الإنجليزية الذي أقرأه لتاكيد فهمي له.					
13. I like the English language class because it gives me the chance to express myself in writing. أحب حصة اللغة الإنجليزية لأنها تمنحني الفرصة للتعبير عن نفسي بالكتابة.					
14. I like to use new information I learn in the English Language class in writing composition. أحب استخدام المعلومات الجديدة في حصة اللغة الإنجليزية حين أقوم بكتابة موضوع انشاء.					
15. I like to use the new words and structures in my writing. أحب استخدام الكلمات والتراكيب القواعدية الجديدة عندما أكتب موضوعاً باللغة الإنجليزية.					
16. I like the way of teaching used in teaching English language. أحب الطريقة التي تستخدم في تدريس اللغة الإنجليزية.					

Items البنود	Strongly Agree أوافق بشدة	Agree أوافق	Neutral حيادي	Strongly Disagree لا أوافق بشدة	Disagree لا أوافق
17. I like to be in the English language class because I have the chance to interact with the teacher. أحب ان أكون في حصة اللغة الإنجليزية لأني أحظى بفرصة التفاعل مع المعلمة.					
18. I like the English language class because I benefit from watching the teacher showing us how to deal with the text. أحب حصة اللغة الإنجليزية لأنني أستفيد من مشاهدة المعلمة توضح لنا كيف نتعامل مع النص.					
19. I like the English language class because I enjoy listening to the teacher while he thinks aloud of the text. أحب حصة اللغة الإنجليزية لأنني أستمتع بالإستماع للمعلمة وهي تفكر بالنص بصوت عالي.					
20. I like the English language class because I receive encouragement from my teacher. أحب حصة اللغة الإنجليزية لأنني أتلقى التشجيع من المعلمة.					
21. I like the English language class because I receive support from the teacher. أحب حصة اللغة الإنجليزية لأنني أتلقى الدعم من المعلمة.					
22. I enjoy group discussions in the English classes. أستمتع بالمناقشة الجماعية في حصة اللغة الإنجليزية.					
23. I do not feel I am less than other students in the English class. لا أشعر بأنني أقل مستوى من زميلاتي في حصة اللغة الإنجليزية					
24. I like to feel that I am supported and not alone in learning English. أحب أن أشعر بأنني أتلقى المساعدة ولست متروكة لوحدي في تعلم اللغة الإنجليزية.					
25. I prefer to be shown how to solve a problem while learning English language. أفضل أن يدلني أحد ما كيف أحل مشكلة خلال تعلم اللغة الإنجليزية.					

Items البنود	Strongly Agree أوافق بشدة	Agree أوافق	Neutral حيادي	Strongly Disagree لا أوافق بشدة	Disagree لا أوافق
26. I like the English language class because it allows me to use my own knowledge to understand the text. أحب حصة اللغة الإنجليزية لأنها تتيح لي استخدام معرفتي الخاصة في فهم النص.					
27. I like the English language class because I do not get confused when I meet difficult words. أحب حصة اللغة الإنجليزية لأنني لا اتوتر عندما تصادفني كلمات صعبة.					
28. I do not like the English language class because I get embarrassed when I do not understand a reading text. لا أحب حصة اللغة الإنجليزية لأنني أشعر بالإحراج عندما لا افهم نص القراءة.					
29. I like the English language class because it gives me the chance to answer questions without fear of making mistakes. أحب حصة اللغة الإنجليزية لأنها تتيح لي الفرصة للإجابة على الأسئلة دون الخوف من عمل أخطاء.					
30. I like the English language class because it helps me to watch my learning. أحب حصة اللغة الإنجليزية لأنها تساعدني على مراقبة تعلمي.					
31. I do not fail performing an English language activity in the English language class. لآ أفشل في أداء تمرين باللغة الإنجليزية داخل حصة اللغة الإنجليزية .					
32. I enjoy becoming responsible for my own learning after I am helped to know how to start. أستمتع بتحمل مسؤولية تعلمي بعد أن أتلقى المساعدة حول كيف يمكن أن ابدأ.					
33. I like the English language class because I do not get nervous when taking an English language test. أحب حصة اللغة الإنجليزية لأنني لا أتوتر عندما اتقدم لإمتحان في اللغة الانجليزية.					

APPENDIX 6 (a)

The List of Jury for Validating the Translation of the Attitudes and Opinions Questionnaire

No.	Rank	Name	Qualification	Place of work
1.	Principal	Ibtihal Attyat	BA in English MA in TEFL	Ittihad School/ IG
2.	English Language Coordinator	Sajeta Amouf	BA in English Language Literature	Ittihad School/ IG
3.	Supervisor	Samar Al-Aghbar	BA in English High Diploma in Education	Universal Schools
4.	Supervisor	Ahmad Abo-Eisha	High Diploma/ Education	Private Education, Directorate
5.	Teacher	Hussein Asfour	BA in English MA Translation	Universal Schools
6.	Teacher	Inas Abu-Ruz	MA in TEFL	Ittihad School
7.	Teacher	Maysoon Abdo	BA in English	Ittihad School
8.	Teacher	Daa'd Saa'feen	BA in English Language	Al-Etifaq International School
9.	Teacher	Bassam Abdeljawad	BA in English High Diploma/ Translation	Mansour Kreishan School

APPENDIX 7

The Designed Teacher's Guide

Includes:

- **Introduction**

- **Lesson Plan**

- **Work Sheets**

and

- **Further Activities**

Teacher's Guide

Introduction

The Teacher's guide focuses on the scaffolding instruction (SI) techniques, principles, objectives, sample lesson plans, lesson form and work sheets.

The teacher's guide is a link between the English language teacher and components of the SI. The purpose of the teacher's guide is to provide the teachers with an adequate overview of the SI, and general guidelines for teaching in order to help them grasp the role of instruction use in meaning construction, and to assist them in implementing this instruction in the experimental classrooms.

For designers and teachers in higher education it is imperative to ensure quality learning outcomes for our students and to establish benchmarks against which we can measure good practice. Designing scaffolds for learning involves deliberate roles for both students and teachers. In a sustainable class environment, learning supports must be designed in a principled way in order to ensure that learner's progress from teacher directed activity to self regulated activity. Nevertheless, it is recognized that scaffolding must be context sensitive and responsive to learner needs, and that it may take different forms according to the environment the learner is situated in.

Section One: Overview

In the social constructivist perspective, all learning is a process of constructing meaning and all learning is social in nature. Through the process of interacting with the world, students gradually connect new understandings with previous experience and develop independence (Taylor, 2007). The concept of scaffolding was coined by Bruner in 1976 based on the work of Vygotsky, a Russian psychologist, who proposed that with

an adult's assistance, children could accomplish tasks beyond their capabilities to perform independently (Larkin, 2002). Upon this, scaffolding is a set of techniques that involves changing the levels of support for learning.

In scaffolding learners receive support and assistance from a teacher or more advanced peer to successfully perform certain tasks and move to more complex ones, without which, they would be beyond their ability; building on the acquired experience and skills students reshape their knowledge and improve their performance (Reiser, 2004). This idea comes from Vygotsky's Zone of Proximal Development (ZPD), who believed that attention should be directed to the student's potential level of learning rather than on the current achievement level.

The zone of proximal development can be defined as the difference between the child's capability to solve problems on his own, and his capacity to solve them with assistance from an expert (Clark and Graves, 2005, p. 571). Vygotsky's ZPD has many implications for those in the educational settings. He claimed that learning largely depends on development, but development is not dependent on learning.

Therefore, SI would, hopefully, enable those students to acquire the habit of reading for pleasure and enjoy learning English as a foreign language at school**.** It would also, improve the student's behavior and study habits, encourage class participation, enhance motivation to work hard, and enforce confidence and self-esteem.

As for teachers, scaffolding instruction could be a powerful tool that teachers utilize to meet the challenge of teaching.

Section Two: Scaffolding Guidelines

Scaffolding is one of the effective instruction that enables teachers to help their students to become more independent learners (Larkin, 2002), motivated to meet the challenge of new knowledge, and active constructors of knowledge. Scaffolding Instruction is mainly based on essential elements that teachers can use as general guidelines, which do not have to occur in the listed sequence (Larkin, 2002; McKenzie, 1999).

1- **Scaffolding provides clear directions**: There is no need to leave students wandering and lost, show them the path, and help them stay on the right track. Provide them with step-by-step directions and explain what they must do to meet the expectations of the learning activity in order to speed them toward productive learning.

   Clear directions are vital especially that scaffolding is a deliberate course of actions, thus, teachers should anticipate any problems or uncertainties that their students might encounter out of their experience and familiarity with their students.

2- **Scaffolding clarifies purpose**: Purpose and motivation should always be in the forefront of the SI. Establish a shared goal, give your students the impression that this is their goal, and let them be the owners of the learning process investment. Student ownership of the learning event means that the instructional task must allow them to make their own contribution to the activity as it evolves. Have one big question and make it the focus of the lesson "Why are we doing this?" The idea of this focus is to keep students on the track, to maintain their

work purposeful and planned. Students should be told why the topic, problem or issue is important and urge them to give it enough consideration.

The students are required to connect new information with preconceptions to construct new understandings. They are supposed to add on, extend, refine and elaborate on the previous knowledge of the topic at hand.

3- **Scaffolding keeps students on task**: Maintain pursuit of the goal. Students need to progress in their learning, but this progress is as much as controlling as liberating. Students are asked to move along the pathway that is surrounded by the guard rail. The teacher should make sure that his/her students will not go "off road", because all steps are carefully outlined and he/she is there to help. To help students remain focused on their goals, and on the right track to a solution, the teacher may ask questions; encourage clarifications, and offer praise and encouragement.

4- **Scaffolding controls frustration and risk**: Again, the main goal of scaffolding is to minimize uncertainty and disappointment, and maximize learning; not any learning, but efficient and life-long learning. The teacher should create an environment in which students are challenged, but give them the chance to achieve success. Curiosity arouses motivation, so students must feel free to take risks with learning by trying alternatives. The channeling of students achieved through scaffolding is actually built on momentum. Keep students energetic enough to complete the task successfully.

5- **Scaffolding provides tailored assistance**: One of the main principles of effective instruction is that teachers accommodate students' needs. This may include asking questions, cueing or prompting, request for clarifications, modeling, telling, or discussing. These forms of assistance are offered when

needed and they are adjusted to meet each student's needs. Scaffolding provides feedback: students need to be aware of their progress in performing a task. To help them monitor their progress and avoid frustration, the teacher summarizes current progress and points out each student's strengths that contribute to their success in accomplishing the task.

6- **Scaffolding helps students to feel equal**: Students want to be similar and accepted by their peers. They would hate to feel inferior! Scaffolding gives them the opportunity and support to show their abilities and work hard at certain tasks.

7- **Scaffolding produces independent learners**: The teacher should know when it is time to stop. When students have the command of the activity at hand, teachers need to be watchful for clues from their students to determine the amount and kind of needed assistance. The teacher new insights and thoughts accumulate while watching the students' performance in class; therefore, scaffolding should be gradually removed as students begin to demonstrate mastery, and then no longer provided according to the students' readiness to perform the task independently and take the complete responsibility of their learning.

Scaffolding Instruction Application

Scaffolds will include models, cues, prompts, hints, partial solutions, think-aloud modeling and direct instruction. The teacher teaches through transaction not through transmission to link reading and writing and facilitate student learning. Because the purpose of this study was to determine the impact of SI on students' performance in

reading comprehension and writing skills, a number of scaffolding strategies that teachers are recommended to use, are described in detail.

Scaffolding Challenges and Cautions

Scaffolding is a demanding form of instruction that requires hard work and the teacher's complete awareness of students' needs and progress. Although scaffolding can optimize learning for all students, still there are some challenges and cautions to be considered:

1- Use scaffolding when appropriate! Appropriateness is a crucial issue! Not all students need scaffolding for all tasks and activities that is why some peers can scaffold other students. Provide scaffolding to students who need it and only when they need it. Appropriateness of the instructional task means also that the tasks should build upon the knowledge and skills the student already possesses, but should be difficult enough to allow new learning to occur.

2- Be familiarized with the curriculum! This will enable you to determine when the task is difficult so as to provide support as much as necessary. Also, be knowledgeable of your students, you can help your students when you know their level of performance and able to expect their potentials.

3- Use prompts! Not all prompts may work, so be ready and creative to manipulate wording when a prompt fails to elicit the student's response.

Do not be discouraged! Be positive, patient, alert and caring. Continued scaffolding conveyed in a positive tone of voice in a caring manner would eventually lead to success in achieving the learning of your students (Larkin, 2002).

Teaching Technique

Scaffolding instruction is the teaching technique in this study. The purposes of this instruction are to:

- Increase student's achievement in reading comprehension and writing in particular and other English language skills in general.
- Express in writing one's own ideas, feelings and points of view on a variety of topics using correct and appropriate English.
- Use vocabulary in contexts to be used in relevant situations.
- Use pictures or graphic organizers to illustrate the text.
- Develop group and pair effectiveness characterized by interpersonal skills, negotiation skills and teamwork.
- Lead others and get others to cooperate, and cope with each other.
- Gain gradual independence from the teacher's supervision. i.e. encourages autonomy in the reading process.
- Develop the skills of critical thinking, reasoning and problem –solving.

Table 1: Scaffolding steps within the three- part reading comprehension/writing learning process

Before Reading	While Reading	After Reading
• Explore the students' background about the topic.	• Continue to set clear purposes for each paragraph students read.	• Discuss to solidify recall of key details, concepts and new words.
• Connect the topic to students' lives.	• Encourage students to reread.	• Discuss the process used to complete the task.
• Connect the new words to students' prior knowledge and experience.	• Model how to tune into what's understood and what's confusing, then access a fixed-it strategy.	• Skim and reread to locate key information and answer questions.
• Pose questions to engage students with the text while creating the purpose of reading to discover answers.	• Teach students how to make mental images because "in-the –head" pictures promote comprehension and recall.	• Re-teach a strategy students have practiced.
• Be explicit about the strategies students will practice and employ.	• Figure out word meanings using context clues.	• Write about the reading by taking notes or summarizing.
• Cue students in on words that signal information will be sequenced: *first, next, after that, finally.*	• Read and retell one to two sentences. Slowly increase the amount of retelling to one paragraph, till you retell the whole text.	
• Set clear purposes for reading.	• Read passages aloud to students. This does not improve reading, but gives students information.	

Adapted from: Robb, 2003 (with modifications).

For the purpose of the study, a set of classroom procedures, and objectives were acknowledged from the research evidence (i.e. Scharlach, 2008; Gill, 2008; Woodward-Kron, 2007; Williams, 2008; Bruch, 2007; Vanderburg, 2006; Yang, Wilson, 2006; Hartman, 2002; Jawdat, 1997; Johnson, Johnson, and Smith, 1991)

I- LESSON PLAN

Unit Three
Coffee houses

Time: Five classes (50 minutes each)

Grade Level: 11th grade

Specific objectives

By the end of this lesson, students are expected to:

1- Predict (finding cues from title and about what will happen next).

2- Relate relevant personal experience and prior knowledge to the lesson.

3- Answer questions (referential, inferential or critical).

4- Generate questions directed to peers (focusing on the important details).

5- Summarize important ideas in writing.

6- Clarify meaning of ambiguous phrases or sentences (taking steps to restore meaning).

7- Guess the meaning of words from the context clues (use prefixes, sentence structure etc.).

8- Offer conclusions from facts and information presented in the text.

9- Identify and evaluate the purpose of the author and tone of the passage.

10- Work cooperatively; work in pairs, and in groups (upon the teacher's instructions).

Step-by-step procedure

Before Reading

- The teacher inters the classroom holding a cup of coffee puts it on the table and makes a comment on how nice it smells.

- The teacher asks students if they drink coffee. When? What kind (Turkish, American, or Arab black coffee?). The teacher presents some pictures to arouse the students' interest and to encourage discussion **(APPENDIX 9).**
- The teacher writes the title on the board "**Coffee Houses**". She tells the students that our reading today is about coffee houses.(Rather than diving into the story, the students start thinking if the title gives them some clues about what they are about to read).
- The teacher asks the students to read the "factfile" in their book.
- The teacher says, "Let's tap our prior knowledge. Inside our heads we have a storehouse of knowledge. Think of your prior knowledge; it is based on your own experience, knowledge you have gained from watching TV and reading books or going to school, you have knowledge based on the cultural group you belong to, knowledge based on where you live, lots more".
- "Have you ever been told about coffee houses by your father or grandfather?" "What did he say? How often did he go there? What time? Who did he go with?"
- The teacher elicits from the students the kind of information they would like to know about coffee and about coffee houses. (The teacher motivates the students, arouses their curiosity and makes them owners of the task).
- The teacher asks if the students have ever been to coffee houses. "How many times do you go there? What do you do there? Do we call them coffee houses nowadays?" (The teacher tries here to connect the student's prior experience and knowledge with the new material). She gives them time to tell their experiences.
- The teacher provides the students with prompts. "Now, let's look at the title of this story. Try to tell yourself, "I already know that….," "This reminds me of….," or "This makes me think about…," What word or words jump to you when think of

coffee? What thoughts do you have about those words?”- These prompts work as guidelines for the students as they think of the reading text- “Talk to your partner regarding what you know about those words”.

- From there, she goes on to introduce the cognitive strategy of making predictions, followed by the students’ predictions regarding the article they were about to read. The teacher periodically interrupts the reading of the article to introduce a new strategy and solicit the students’ input and responses.
- The teacher asks the students to predict what the passage will talk about in particular concerning coffee houses.
- The teacher encourages the students’ participation, and builds on parts of the students’ responses.
- The teacher asks students to write their predictions.

Coffee houses

Where do business people go these days to find out the latest business news **or** to keep up with scientific development? The answer is simple: they log on to the internet. Three hundred years ago, the answer was just as simple: they went to a coffee house. There, for the price of a cup of coffee, people could read newspapers, catch up on the latest news, listen to scientific lectures, do business, or simply chat about the state of the world.

The European coffee houses of the early 1650s were mainly for businessmen, writers, politicians and scientists. Like today's websites, coffee houses were exciting places to be, but you could never be sure that information you found there was accurate. In the early days, only men went to coffee houses, because people thought that coffee was bad for women's health.

Coffee itself was first grow in Ethiopia, where people chewed the beans. From there, it spread to Arab to Arab countries, where it soon became very popular as a drink. People liked it because it had an interesting taste and gave them more energy when they felt sleepy.

The first coffee house in London was opened in 1652 by Pasqua Rose, who was from Smyrna, in Turkey. Coffee was an immediate success and large numbers of coffee houses opened. They became the center of social life in London.

The servants of important men from one coffee house to another and passed on the latest news stories about what politicians were doing or what was happening on the other side of the world. London coffee houses were very pleasant places, with their bookshelves, mirrors, pictures on the walls and good furniture. They were calm places where people talked politely to each other. If anyone started an argument, he had to buy a drink for everyone in the coffee house.

During the next hundred years, coffee spread to other western European countries, where, at first, people drank it as a medicine. Soon it became a social drink, just as in Arab countries and Britain. In Jordan, serving and drinking coffee have been at the heart of the country's famous hospitality for centuries. Conversations, discussions and transactions are made over a cup of delicious Jordanian coffee. A guest's coffee cup is never empty in a Jordanian home; only when the guest tips the empty cup from side to side does the host stop refilling it with hot, black coffee. The beans are ground with cardamom seeds, which gives the coffee a distinctive fragrance. Coffee is still central to the way people work, relax and socialise in Jordan, as well as the rest of the world.

While Reading

- The teacher reads the first sentence, and demonstrates the "think- aloud" process: (She tells the students that she will think aloud and asks them to follow how she will deal with the text).

  "Ah! At first I thought it's a tricky question **"Where do business people go these days to find out the latest business news or to keep up with scientific development?"** It is true I would sit to my computer, search the net and get the answer in minutes. The teacher rereads the sentence "**The answer is simple: they log on to the internet."**

  The teacher repeats the word, "log on" I think I don't know this word, I'd better go back and reread and see if I can make sense of what I am reading."

  The teacher encourages students to help him, "What shall I do?" How can I figure this out?" after negotiation till the students guess the meaning with the indirect help of the teacher , she says, "you are right, thanks for your help, "log on" must mean to open /get into/retrieve **(writes them on board).**

- The teacher now asks if the students find another unclear word for them and follow the same steps. If students do not come up with a word, the teacher says: "What about this phrasal verb "catch up", let's reread the sentence and see how we can guess the meaning. But let me think! What would be the main idea of this paragraph? What is the author doing? (Asking students) Do you have any idea?" The teacher gets answers, meanwhile she provides feedback. **No answer is wrong**. The teacher takes even one word from the answer and makes it sound like correct, for example: a student might say, "He tells about the past." The teacher helps, and says "you are so close! Right he talks about the past when he says **"Three hundred years ago…"** let's read the paragraph again, asks a student to read slowly, and then

elicits answers from other students in the same way. They are asked to imagine coffee houses at that time **(visual image).**

- The teacher shows some pictures of old and new coffee houses / coffee shops and encourages the students to discuss differences in pairs **(APPENDIX 9.)**

- The teacher holds all class discussion to summarize main differences. **Drawings** by students can be used; add some fun, make comments and accept students' comments.
- The teacher encourages students to generate questions, and writes some of them on board. Next, the teacher provides help to the students while they try to orally summarize what they read answering who, what, when, why and how questions. The teacher encourages various types of questions and directs them such as: **Who used to go to coffee houses three hundred years ago?** (Referential question: answer is explicitly written in the paragraph.)
- A student answers: Business men.
- The teacher may ask; "How much do you think they had to pay? (Inferential question; answer is implicitly presented). Cues are given if the students felt confused.
- Another student answers, then another type of question such as: Do you think coffee houses were places to waste time? (Critical question: a student has to think, puts all information she read in the paragraph together then comes out with the benefits of coffee houses in the past).
- The teacher should look at the paragraph and ask, "Is there anything here that is unclear in meaning?"

- Then the teacher elicits individual think aloud predictions for the next paragraph of the reading. The students are asked to write down these predictions.
- The teacher asks students to read the paragraph silently, and then in groups discuss their predictions together to see if they were close.
- The teacher asks the students to work in groups to find out the **main idea** of this paragraph. Help is offered when needed. The teacher goes around the groups to monitor their progress and to facilitate their learning process. The teacher models, provides cues or prompts, participates in discussion if she felt that students are drifting away from their goal or facing difficulty, there should be no chance for failure.
- The teacher helps the students to correct their predictions. The teacher leads the whole class discussion, giving chance to the students to explain what they came up with from their group work.
- Forming questions are encouraged; the teacher manipulates the kind of question to be asked by giving **hints**. Answers are also praised and new words are asked to be underlined. The teacher offers help to guess the meanings of these words.
- The teacher asks students to connect between their cultural concepts and the Europeans', for instance; "Did your grandmothers go to coffee houses as your grandfathers? Why not? Was it acceptable for a young girl to drink coffee 40 years ago? Who can tell us about this? Encourage students to tell stories from their real life. The teacher encourages critical questions.
- The teacher asks students to **write down** a summary for the two paragraphs. She guides the students and asks them to pay attention to the topic sentence, support example, concluding sentence and correct English.

- Few students are asked to read their summaries; the teacher gives positive encouraging feedback.
- Now the teacher moves on to the third paragraph using the same strategy. But here the students in groups demonstrate think aloud process, guess meanings of new words, predict information, pose questions, express their opinions and evaluate their learning. The teacher goes around estimating the amount and kind of help required, makes sure that every student is participating in performing the task and active in discussion.
- (The teacher should always remember that the students progress vary from one student to another. Students with problems should be provided with extra scaffolds in a suitable way. She should close the gap between her and the students.)
- The teacher keeps reminding the students of their goal, the strategy to be used and offers constructive praise.
- The teacher cues the students on phrases or words that can be used as clues such as “Like today’s websites” in the second paragraph which reveals comparison and the word “first” in the third paragraph that indicates sequence.
- The teacher leads whole class discussion after each paragraph to monitor the learning process.
- **In the fifth paragraph the teacher starts gradually withdrawing scaffolds.**
- The teacher monitors, watches carefully, reinforces group work, helps when necessary, less prompts are provided.
- The teacher observes students taking responsibility of their learning.

After Reading

- The teacher asks students to pose some questions. The teacher can ask questions, as well, for example, "Why do you think coffee has been a popular drink for so long?"
- The teacher makes it clear that it is ok to reread if there is difficulty in giving an answer.
- The teacher leads the whole class dialogue and makes sure that all students participate in the discussion.
- The teacher listens to summaries from several students.
- The teacher asks the students to complete the review worksheet.
- The teacher asks the students to individually write about the reading and hand it in for evaluation.

II- LESSON PLAN

Reading in Review 1

(Units 1-3)

Time: Five classes (50 minutes each)

Grade Level: 11th grade

Specific objectives

By the end of this lesson, students are expected to:

1- Predict (finding cues from title and about what will happen next).

2- Relate relevant personal experience and prior knowledge to the lesson.

3- Answer questions (referential, inferential or critical).

4- Generate questions addressed to the class (focusing on the important details).

5- Summarize important ideas in writing.

6- Clarify ambiguous information (taking steps to restore meaning).

7- Guess the meaning of words from the context clues (use prefixes, sentence structure etc.).

8- Offer conclusions from facts presented in the text.

9- Identify and evaluate the purpose of the author and tone of the passage.

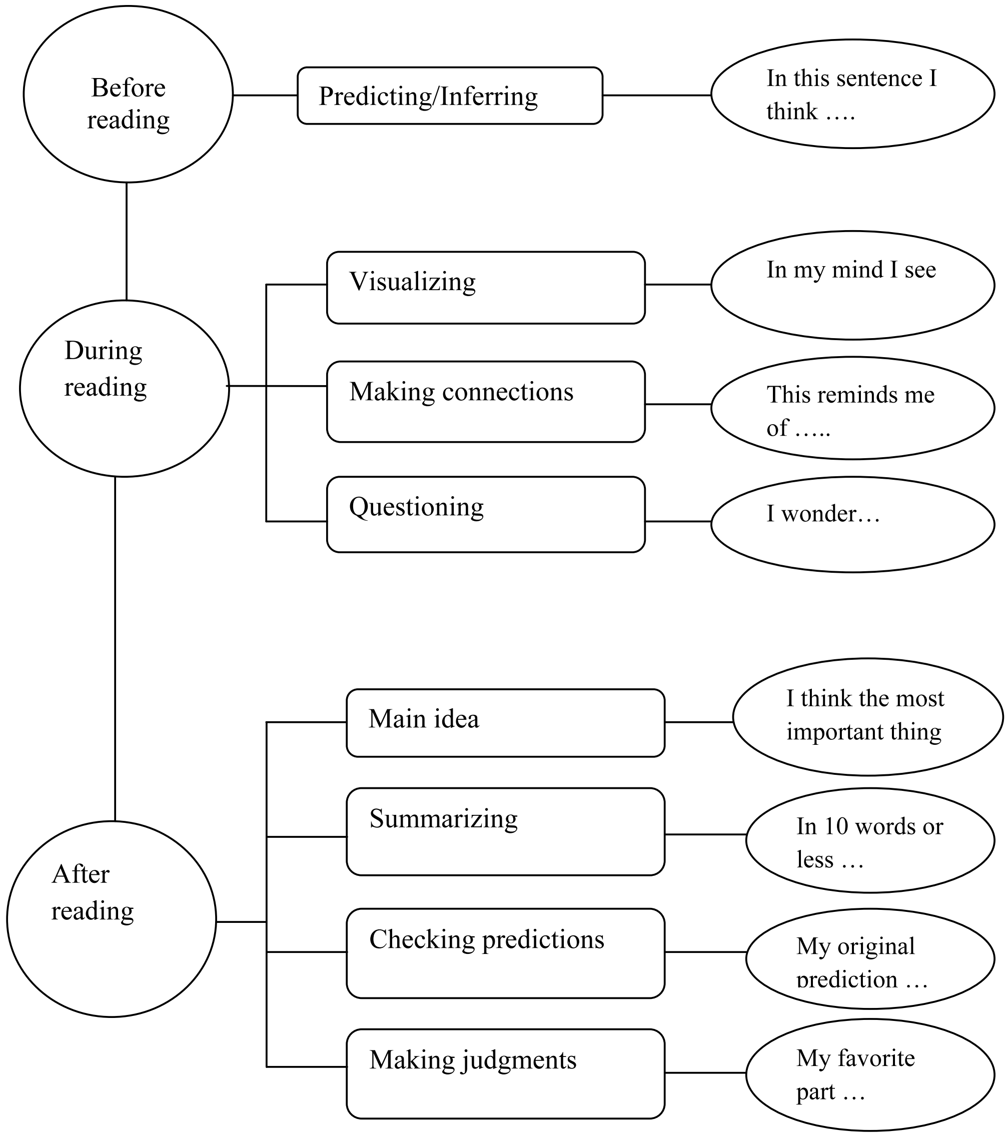
10- Work cooperatively; work in pairs, and in groups in accordance with the teacher's instructions.

Step-by-step procedure

Before Reading

- The teacher writes the title of the reading text on the board and reads it aloud.
- The teacher asks the students to form groups of four. She tells the students to get ready to start a tour in Dhana Reserve.
- The teacher shows PowerPoint slides of Dhana (**APPENDIX 10)**. After the show the teacher asks the students to discuss what they watched.
- The teacher asks each group to write a quick report telling about the information that grabbed their attention.
- Have each group take less than two minutes to describe the content of their report. By listening to others, the students gain a sense of the differences between their interpretations.
- The teacher tells the students about her experience in visiting beautiful places in Jordan including Dhana Reserve (Could be imaginary).
- The teacher encourages students' participation in telling whole class of their experiences. The teacher poses questions to the students such as, "Have any of you been to Dhana Reserve?", "What did you see there?", "How did you feel about it?"
- The teacher gives the students the Reading Strategies Diagram (adapted from Scharlach, 2008) and asks them to tick the stage they complete. This will help the students to organize their reading comprehension process.

Reading Strategies Diagram



(Adapted from Scharlach,, 2008.)

Review 1

Dhana Biosphere Reserve

Dhana Biosphere Reserve is Jordan's largest and most diverse nature reserve and covers some 320km2 of the most spectacular landscape in the country. It was established in 1989 along the Great Rift Valley. Its aim is to preserve the area's rich wildlife and to regenerate its local communities. Dhana Biosphere Reserve is a system of wadis and mountains that stretches from rich forests at high altitudes, to rolling sand dunes below. It is the only reserve that covers all four of Jordan's geographical zones. Over 800 kinds of plants live here, three of which are not found anywhere else in the world. It is also home to 282 animal species, including the Syrian Serin and the Lesser Kestrel. Forty – five of these species are endangered worldwide. The reserve also includes around 100 archaeological sites. The 6000 year-old Khirbet Feinan copper mines, considered to be the most important site in southern Jordan outside Petra, are located here. Visitors can stay at the reserve at the Rummana campsite, the Feinan campsite or at the Guest House in Dhana Village.

-

Opening times: 8 a.m.-sunset every day

Ticket price: Adults JD 5 Students JD 2.5

Directions: The easiest way to reach Dhana Biosphere Reserve is by car. Take the King's Highway south from Amman, follow the road straight from Tafila and the entrance to the reserve is the first right after Qadsiyya. The reserve is well signposted along the road.

Minibuses run frequently to Dhana Biosphere Reserve from Tafila and Qadsiyya. These cost 350 fils and take around 30 minutes.

While Reading

- The teacher reads the first sentence, then models the read aloud strategy. She works on the gap in the students' knowledge. She helps the students to incorporate current knowledge into new one by asking literal questions such as "What is Dhana Biosphere Reserve?', "How large is it?" The students answer from the reading.
- The teacher re- reads the first sentence and thinks aloud, "I think I have heard this word before- **diverse** but am not sure if I remember its meaning, let me try to figure the meaning out of sentence clues. *Largest ... nature reserve ... landscape!* If it is very large, covers wide area, and its nature reserve then it must have variety of animals and plants. That's it **diverse** means **"various"**.
- The teacher puts the students in groups.
- The teacher asks for the students' opinions of her way of guessing the meaning of the word. After that she revises the strategy in an indirect way with the students then writes the word and its meaning on board.
- The teacher reads the second sentence and stimulates the students to predict what the author will tell us later.
- The teacher asks a student to read the third and fourth sentences, asks for explanations then ask the students about the meaning of some new words such as **"regenerate"**, watches how they follow the model of the word meaning guessing process, provides cues, prompts and support if needed.
- The teacher reads the first four sentences again and tells the class: "When I was reading these sentences in my mind I saw a large flat area with high trees to one side

and huge mountain on other side. I visualized wild animals hiding behind the huge trees. I think **visualizing** helps me to see beyond the words and understand the text in a better way.

- The teacher goes on encouraging students to visualize, ask questions, predict and gradually when she feels that the students are ready to take responsibility she asks the students to continue reading the text individually.
- The teacher directs the students to ask inferential and critical questions such as, “What influence does nature have on us?”, “Why do you think people have to establish natural reserves?”, “What benefit do you get from reading this article?”
- The teacher asks about the main idea of the text. Asks the students to draw a graphic organizer that shows the main ideas and important details in the text.

<u>After Reading</u>

- Back into their groups the students revise their thinking process, discuss with their peers and check the Reading Strategies Diagram
- The teacher asks the students to write down new words they have learned from the text and their meanings (as they guessed them). The teacher makes sure that they have got them right, if not he should hand them the dictionary and monitors how they look the word/s up.

Activity:

- The teacher provides the students with opportunities to demonstrate their comprehension of the text and ownership of their learning by asking them to retell the information they obtained in the form of describing Dhana Reserve to a group of tourists.
- The students work in groups. The teacher provides them with cards in which they are requested to perform certain tasks.
- **Group 1 (could be given to more than one group)**: receive a card says,

You are asked to guide a group of tourists, who are visiting Jordan for the first time, tell them about Dhana Biosphere Reserve." Work together, write down what you want to tell them and use the text as a model. ***You can use prompts from the text to answer questions.**

- **Group 2 (could be given to more than one group):** receive a card says,

- You are a scientist who is interested in nature, and in wild life, you meet some caretakers of Dhana Biosphere Reserve; try to collect important information about it by asking some questions. Work together and divide yourselves to act as the scientist, and as the caretakers. ***You can use prompts from the text to answer questions**

III- LESSON PLAN

Unit Four

A Short History of Broadcasting

Time: Five classes (50 minutes each)

Grade Level: 11th grade

Specific objectives

By the end of this lesson, students are expected to:

1- Predict (finding cues from title and about what will happen next).

2- Relate relevant personal experience and prior knowledge to the lesson.

3- Answer questions (referential, inferential or critical).

4- Generate questions addressed to class (focusing on the important details).

5- Summarize important ideas in writing.

6- Clarify meaning of ambiguous phrases or sentences (taking steps to restore meaning).

7- Guess the meaning of new words from the context clues (use prefixes, sentence structure etc.).

8- Sequence information according to chronological order.

9- Offer conclusions from facts and information presented in the text.

10- Identify and evaluate the purpose of the author and tone of the passage.

11- Work cooperatively; work in pairs, and in groups when asked to do so.

<u>Before Reading</u>

- The teacher enters the classroom with his mobile in her hand, says "We are surrounded by technology". She writes the title of the lesson on the board. Tells students "Today we will have a history lesson!" But before that let me tell you about a story I heard from my grandfather. He told me that one day when he was still young; he heard noise and saw his neighbors running in haste to the "coffee house" in the village. He put on his coat and ran after them to see what was going on. People were gathered in a big circle, he asked them about the reason for this chaos. An old man told him that there was magic! A wooden box was speaking! Now the teacher addresses students "What do you think this was? Was it magic? A wooden box talks?"
- The teacher listens to the students comments and directs the conversation towards broadcasting.
- The teacher gives **<u>cues</u>** that lead to the fast enhancement of technology, draws students' attention to the **<u>pictures</u>** in the unit.
- The teacher stimulates the students' prior knowledge and experiences.
- The students work in groups to make predictions of what the text is about.

A Short History of Broadcasting

A German physicist, Heinrich Hertz, discovered radio waves in 1888, and eight years later an Italian engineer, Guglielmo Marconi, designed a system which could transmit radio signals to anywhere in the world in less than a second. Until this time, messages could only be sent short distances a long telegraph wires, and messages which were sent to other countries could take months. Because radio signals do not need wires, the first name for the radio was the “wireless”, which means “without wires”.

The first public radio broadcast in Jordan was made in 1948 and Radio Jordan first transmitted in 1956. At first, most broadcasts were news programmes, but soon music and other entertainment programmes were broadcast. The early radios, which were in large wooden cases, were heavy to lift. In the 1950s, scientists invented transistors, and radios became much smaller. People who could afford battery-powered portable radios carried them around so that they could listen to their favourite programmes wherever they were.

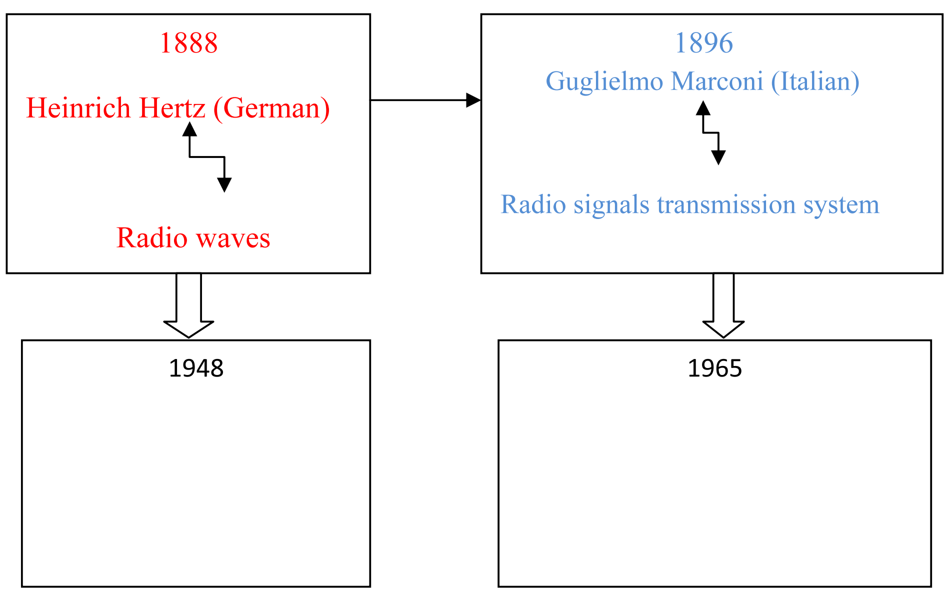
The first television system was developed in 1926 by John Logie Baird, who was a Scottish inventor. Ten years later, the BBC* started broadcasting a few regular TV programmes in Britain. The first television sets, which were very expensive, had small screens with black and white pictures. In 1951, the first colour broadcasts were made, but it was not until twenty years later that most people had colour televisions in their homes. In the 1970s and 1980s, people bought video recorders, so that they could record television programmes. In the 1990s and 2000s, digital TV and satellite and cable television systems have given people a wider choice of television channels, and DVDs are replacing videos.

People have always worried about new inventions. In the 1960s, they thought that television would replace radio, and in the 1970s they were sure TV and video would damage the film industry, but these things have not happened. In the year 2000, a team of Jordanian journalists founded Amman Net, the Arab world's first Internet-based radio station, demonstrating that broadcasting continues to evolve in interesting and surprising ways.

*BBc = British Broadcasting Corporation.

While Reading

- The teacher models the way she deals with the text. She looks at the pictures, elicits some of the students' predictions, reads the first sentence aloud then tries to verify these predictions. Re-reading, thinking aloud, uses contextualizing as a scaffolding technique by directing the students' attention to the meaningful purposes and processes of reading.
- The teacher starts developing a graphic organizer on the board using colored markers and continually referring to the reading text. For example:



- The teacher asks the students to copy the graphic organizer and work in groups to complete the second, third and fourth sentences. They are asked to compare their **predictions** with the information they comprehend from the text.
- The teacher keeps on following the groups' work attentively and provides help right away when the students encounter any difficulty.
- The students are guided and supported through these learning activities that serve as interactive bridges to get them to the next level. Thus the students develop or construct new understandings by elaborating on their prior knowledge through the support provided by more capable others.
- Appraisal of achievement should be provided with much focus on the team work efforts.
- The teacher poses various types of questions, and cue students on their answers.
- The teacher encourages students to read and to generate questions. Questions should be written in their notebooks.
- Word meaning guessing, main ideas and summarization should be carried out within each paragraph. The teacher goes around monitors how the students react when encountered with a new word.
- New words that are difficult for the students to figure out should be written on board and the teacher with the students come to find its meaning step by step, dictionaries could be used.
- The teacher may write words in a column with meanings in another column and ask students to do the matching. Re-reading and contextual clues should be provided.
- Gradually the teacher offers fewer scaffolds till he takes the role of an observer after he feels that the students became able to complete the task on their own.

- The students are given the opportunity to connect their prior knowledge with new information by giving examples from their real lives on ideas or information they read in the text. For example, they may talk about the kind of TV they have at home, or about new inventions in the world of telecommunication.

After Reading

- Have the students engage in cooperative learning. The students in small group settings receive help from each other, but still have some teacher assistance. This can serve as a step in the process of decreasing the scaffolds provided by the teacher and needed by the students. Also, sometimes a student who is reluctant to read aloud to the teacher will show her most mature skills while reading to a peer she considers of her own level or less.
- Quick revision of main ideas, new words, new information and reflection on new learning takes place in the form of a controlled discussion.
- Each group shows their graphic organizer to class, one student from the group explains it with back up and support from the other members of the group, and they are allowed to use whatever they find helpful to explain their points, they can use illustrations or visual aids, for example. Evaluation of this work is carried out by checking main points such as writing the main idea, elaboration on the main idea (examples, supportive ideas, etc..), using new words, using correct sentence structure and grammar, using correct spelling and punctuatin, using new information and writing one's own opinion. The teacher writes these points on the board to make sure that they are all fully understood by the students. Papers are evaluated by grading the work as excellent, very good, or good.
- By the end, the teacher asks the groups to present their evaluation sheets.

- The teacher comments on each group work. No underestimation of efforts or passive comments should be given.
- The evaluation should have a constructive impact to keep the positive impression of what the students have achieved so far.

Activity

- The teacher calls for a role play activity. The students are asked to work in pairs; one of them plays the role of an old man telling his grandson the historical process of broadcasting as he lived it.
- The other student is the grandson who keeps asking questions, makes comments and adds some scientific notes to his grandfather's story.
- In this way the teacher varies the context to find the boundaries of the ZPD. By "varying the context," we mean that the teacher observes the student using the skill alone, with a classmate of the same and different levels of expertise, with different materials, or with the teacher.
-

- P.S. The pervious "Lesson Plans" are vulnerable to modifications according to teacher's observations and interpretations of the student's progress. Vygotskians believe that the teacher must be very sensitive to the student's actions and reactions in the learning process, and make adjustments to teaching based on this information. When the students show a great deal of frustration, parrot responses, and do not seem to progress even after modeling or reading or writing aloud, then what is being taught may lie outside the ZPD of the student. The teachers need to listen and trust their knowledge and experience with each student. Extra individual scaffolds and motivational activities should be provided giving the students enough time to react and internalize the new learning.

Extra activity for practice

(Adapted from ©2004abcteach.com)

Read the following story carefully then answer the questions.

Reading Comprehension: **Valentine's Day**

Name ____ Date

Do you know why do people celebrate Valentine's Day? Now it is mainly so that we can tell people that we care about them, give and receive cards, and enjoy chocolate and candy.

But according to one legend, St. Valentine's Day is meant for people to remember a brave man, a martyr* whose name was Valentine.

The Story of St. Valentine

The Roman Emperor Claudius II was fighting many wars. He wanted a strong army, but many men did not want to be soldiers. Claudius thought the men wanted to stay home to be with their wives and children instead of leaving to fight wars.

Claudius thought of an awful solution to his problem. He decided to cancel all marriages! No one in all of Rome could get married. Claudius thought that if the men couldn't get married, the men would ignore the women and want to be soldiers.

Valentine, who was a priest, believed that people needed to get married. He thought that if they were not married, they would be tempted to sin by living together without being

married. So he secretly and illegally married couples anyway! He performed the weddings in secret places, so the Roman soldiers would not find out.

But they did find out. Valentine was arrested and brought before the Emperor. The Emperor thought Valentine was a well spoken and wise young man, and encouraged him to stop being a Christian and become a loyal Roman. Valentine would not deny his beliefs, and he refused. He was sent to prison until he could be executed. While he was in prison, he sent out letters to his friends and asked to be prayed for by writing *Remember*

your Valentine.

Valentine was killed on the 14th or the 24th of February in the year 269 or 270. We celebrate Valentine's Day on February 14th in honor of St. Valentine.

Although it is not known whether this legend is factually true, it is a good story anyway. It is nice to think of someone who believed in marriage and was willing to risk death to do what he believed was right.

**martyr comes from the Greek work martus, which means "witness". A martyr is a person who would rather suffer, and even die, than give up the things he or she believes in.*

Answer the following:

1. Name the Emperor who ruled during Valentine's lifetime.

a. Claudius I
b. Claudius II
c. Nero
b. d. Augustus

2. The Emperor wanted men to:

a. live at home and work for the empire.
b. raise children and be loyal Roman citizens.
c. go to other countries and raise families.
d. d. go fight wars in other lands.

3. Valentine disobeyed the Emperor's orders twice. What TWO things did he refuse to do?

a. stop performing marriages
b. kneel to the Emperor
c. stop being a Christian
d. d. read the Bible

Match the words to the correct meaning.

1.___ wedding	a. a tasty treat of sugar and cocoa
2. ___ executed	b. a place to keep criminals away from regular citizens
3. ___ martyr	c. to take a criminal away to jail or prison
4. ___ prison	d. ruler of the Roman Empire
5. ___ secretly	e. the second month of the year
6. ___ chocolate	f. done in hiding, privately

7. ___ Emperor	g. a ceremony where two people who love each other join together officially
8. ___ war	h. from a word meaning *witness*
9. ___ arrest	i. to be killed for a crime or a belief
10. ___ February	j. when groups of people, or countries, fight each other

Writing

Time: Six classes (50 minutes each class)
Grade Level: 11th grade

Objectives

By the end of this lesson, the students are expected to:

1- Plan component of writing using graphic organizers.

2- Participate in peer and group editing.

3- Develop main ideas that address the purpose.

4- Use appropriate details and ideas to elaborate on main ideas.

5- Use correct sentence structure.

6- Demonstrate attention to the audience in question.

7- Use "write aloud" procedure.

8- Write a three –paragraph essay using given prompts.

Step- by- step- Procedures

The teachers can develop writing guide model for each part of the writing process. They can make use of an outlining or a mind-mapping guide. They can provide their students with appropriate scaffolds while they are writing especially that writing has a recursive nature, so it would be so difficult to create a static guide.

Various topics can be suggested for each class but the same procedures are followed.

Demonstration:

This step is very important to prepare the students for the writing process. Writing is a challenging activity for the students. It is not easy to express one's thoughts, ideas, feelings or knowledge in a foreign language.

As scaffolding technique the teacher **explains** to the students that there are six phases in the writing process:

1) Planning:

Topic, audience (who will read it)

Use a graphic organizer.

2) **Drafting**:

Working from the graphic organizer, with a peer preview plan or talk to the teacher. Focus on developing main idea followed by appropriate supportive ideas.

3) Writing:

Say the sentences to yourself.

Reread as you write.

Be sure your writing makes sense; no need for polishing just reasonable clarity and sequence are required.

4) Revising:

Reread your writing with one or more peer editor who checks for spelling, punctuation, and readability.

Listen to other students questions.

5) Editing /Proofreading:

Add to, or change your writing. Make necessary corrections and revisions suggested by your peer editors, and any that you can catch by yourselves. Polish your text! Items to check are: Capital letters, Punctuation, Spaces, Spelling, and grammar.

6) Publishing:

Rewrite neatly, prepare illustrations or visual effects.

Before Writing

- After a class discussion of shared experiences, help students to organize their thoughts. Start with a graphic organizer to put your thoughts and ideas in order.
- Select two or three topics that the students suggest and were interested in and write them on board.
- The teacher demonstrates a talk-aloud process (i.e. write aloud), that is, she identifies basic elements of writing such as purpose, audience, and accuracy. The teacher models the scenario of writing.
- Provide time for peer discussion prior to writing activity. Ask the students to talk about their topics to one of their classmates.
- The teacher provides the students with a Writing Worksheet to help them recognize the Cognitive Strategies of Sentence Starters.

Cognitive Strategies for Sentence Starters

Planning and goal setting

- My purpose is ….
- My top priority is….
- To accomplish my goal, I plan to…

Tapping prior knowledge and making connections

- I already know that…
- This reminds me of…
- This relates to…
- I experienced this once when…

Asking questions

- I wonder why…
- What if…
- How come…

Predicting

- I'll bet that…
- I think…
- If…., then….

Visualizing

- I can imagine …
- In my mind I see…

Summarizing

- The basic idea…
- The key information is…

Forming interpretation

- What this means to me is…
- I think this represents…
- The idea I'm getting is…

Monitoring

- I got lost here because…
- I need to reread the part where…
- I know I'm on the right track because…

Clarifying

- To understand better I need to know more about…
- Something that is still unclear is….
- I'm guessing that this means, but I need to…

Evaluating

- I like/ don't like------------- because…..
- This could be more effective if….
- The most important message is….
-

Student Writing Worksheet

Adapted from Olson, Land. (2007). P. 280.

- Ask the students to work in groups/ teams and discuss the topic of interest and revise their work sheet.
- They are told to construct a plan for writing a paragraph.
- The teacher can provide graphic organizers or ask students to develop ones. They should have the chance to choose the type of graphic organizer that works best for them. A simple graphic organizer offers students opportunities to think about their writing.
- Conduct a thorough class discussion; write key words on the board for reference. This gives the students the opportunity to extend conversation and enrich their vocabulary.
- In groups, allow the students to try out and rehearse the English needed to express their thoughts. They are encouraged to read aloud.
- The teacher writes on board words that students think they will need in their writing.

While Writing

- The teacher asks the students to write on the chosen topic individually. She checks on each student's progress and offers help to all students if they show they need it and specifically to struggling writers.
- Scaffolds in the form of hints, prompts, mini dialogue that leads to direct student is recommended.
- A student could be asked to "write aloud" which can, in return, give the teacher the chance to understand the level of scaffolding to offer this student during paragraph production. The teacher could actually scaffold a writing inner voice of her students simply because she can hear the student's writing voice.

After Writing

- After completion of the task, the teacher asks the students to have a writers' circle. They can conduct an editing conference where they can either exchange their writings, or hear their work read to the circle members.
- They cooperate to edit each others work. Sharing with peers provides a powerful opportunity to reflect on one's work. This can also create the environment where students are scaffolding other students through the writing process.
- The teacher monitors the groups' work, provides help when necessary, and calls for the students' attention for spelling, sentence coherence, punctuation, and other writing elements.
- The students carry out necessary corrections, and revise their work for a second time.
- The students rewrite their texts neatly and prepare their work for the last phase.
- The teacher encourages illustrations; for example the students can draw, whereas drawing can be a means of organizing thoughts, it can also serve as a tool to promote communication between the student writer and the potential audience.
- The same steps are followed in writing the second and third paragraphs to make sure that the students were modeled and guided in writing the three components of the text (introduction, body, and conclusion).
- The teacher starts a scaffolding task and gradually releases responsibility as follows: The teacher gives the students a **writing sheet** with a writing prompt:

  "When we read a text, the description (i.e. the place, time) can sometimes give us the thoughts, feelings and overall state of mind of a character that lived this experience. (The teacher gives the students the text about Valentine again.)

Think about what this text means to you, and present an interpretation of it. What overall idea or message have you taken away from reading this text that you would like to convey to the reader of your essay?

While writing your essay, remember to use Standard English.

The teacher gives the students a sheet with a suggested **graphic organizer** to use if she finds it suitable for them. They are told that they can develop their own drawings or graphic organizers.

- The teacher establishes a whole class short discussion to scaffold the students thinking of this activity elicits words as reference then releases the responsibility of writing to her students.

- Reading Comprehension: Valentine's Day

Name ____ Date ------------------------

Short Essay: Write why you think Valentine was or was not brave.

- ____
- ____
- ____
- ____
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APPENDIX 8
Pictures for Unit Three
Coffee Houses



Coffee Beans





Arab Coffee







Old Coffee Houses







Modern Coffee Houses



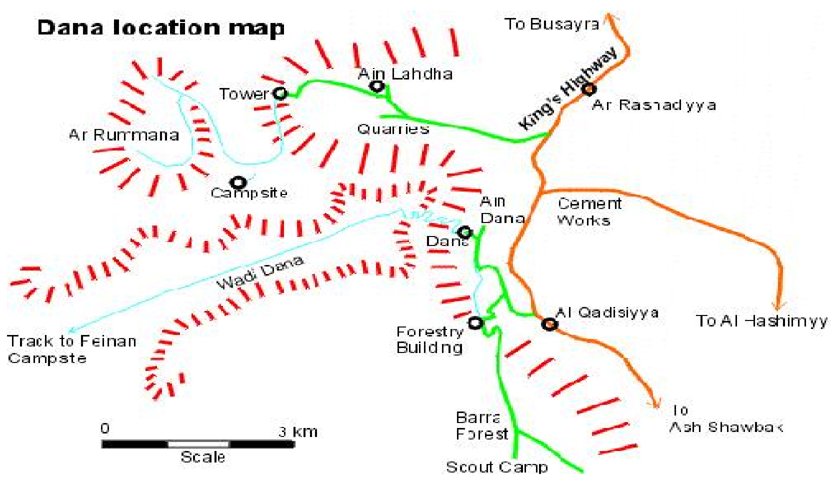


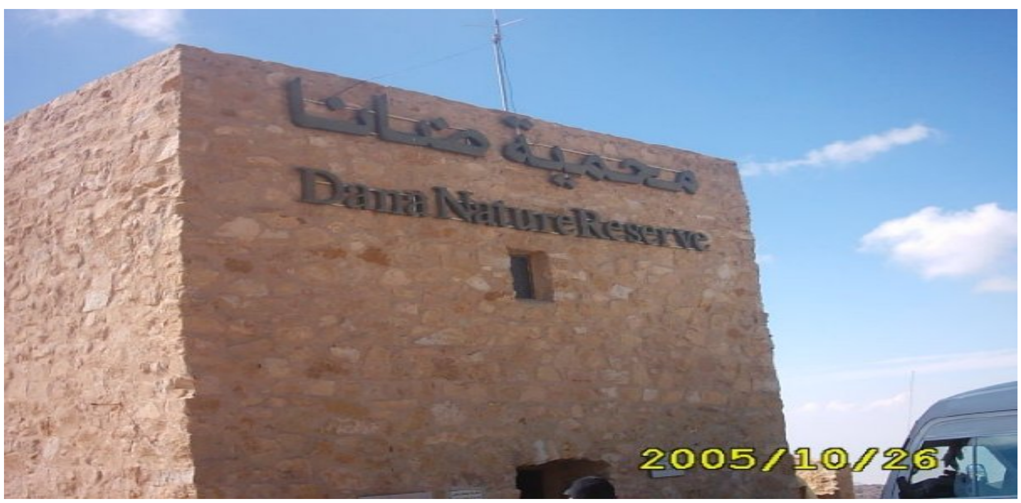
Driving Coffee Shops

APPENDIX 9

Dhana Biosphere Reserve PowerPoint

Dhana Map
Established in 1989, Dana Biosphere Reserve is Jordan's largest nature reserve.





A Tour in Dhana



Welcome to Dhana Reserve

It sweeps down in a series of mountain ridges, from the 1500m high plateau near Quadesiyya to the desert plains of Wadi Araba.



Dhana Camp



Old Hotel



The Old Village



Guest House



Old Mosque



Wadi Dhana



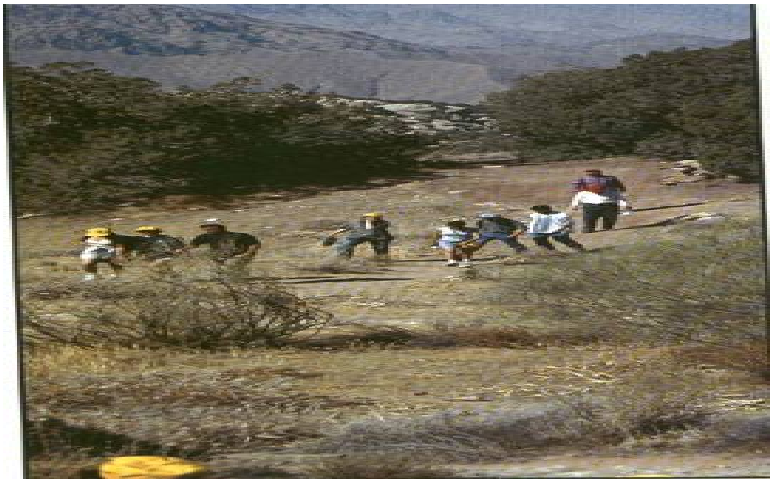
Rummana Camp



Rumman Restaurant



Dhana Hike



<u>Beautiful Nature</u>

Water Flow



Birds

Dana supports a wide variety of wildlife, including many rare species of plants, birds and animals.





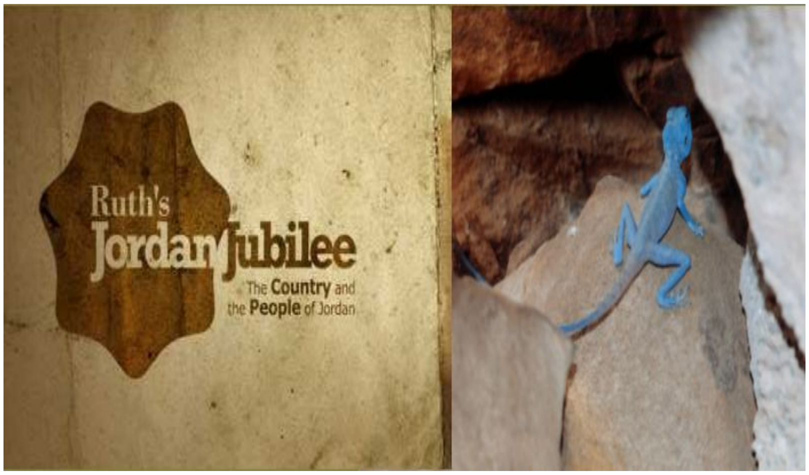
Animals of Dhana



Camel



The blue Lizard



Dears

It is home to several globally threatened species of birds and mammals



APPENDIX 10

Letter of Permission from the University of Jordan

الجامعة الأردنية
THE UNIVERSITY OF JORDAN

رئاسة الجامعة
University Administration

الرقم: ٢/٢/٨/ ٩٧٧٦
التاريخ: ٦/ ١٤٣١/٩هـ
الموافق: ٢٠١٠/٩/ م

معالي وزير التربية والتعليم

الموضوع: تسهيل مهمة

تحية طيبة وبعد،،

فأرجو إعلامكم بأن الطالبة " ايمان حسين عبد الله الصفدي "، من طلبة برنامج دكتوراه المناهج والتدريس في الجامعة الأردنية، تقوم بإعداد أطروحة بعنوان " أثر التدريس الاسنادي على تحصيل طلاب الأول الثانوي في مهارات القراءة والكتابة باللغة الإنجليزية " وتحتاج إلى تطبيق أداة دراستها على طلاب الصف الأول ثانوي في المدارس العالمية التابعة لمديرية التعليم الخاص .

أرجو التكرم بالموافقة والايعاز للمعنيين لديكم بتسهيل مهمة الطالبة المذكورة أعلاه، علماً بأن المشرف على رسالتها هو الدكتور غالب أحمد ربابعة .

شاكرين لكم اهتمامكم بالجامعة الأردنية، وتعاونكم معها.

وتفضلوا بقبول فائق الاحترام.

/ رئيس الجامعة
نائب الرئيس لشؤون الكليات والمعاهد الإنسانية

ل س-س

هاتف - ٥٣٥٥٠٠٠ (٦-٩٦٢) فرعي- ٢١١٢٠ فاكس - ٥٣٥٥٥١١(٦-٩٦٢) فرعي: ٢١٠٣٥ عمان ١١٩٤٢ الأردن
Tel: (962-6) 5355000 Ext.: 21120 Fax: (962-6) 5355511 Ext: 21035 AMMAN 11942 JORDAN
E-mail: admin@ju.edu.jo
http://www.ju.edu.jo

APPENDIX 11

A Letter from the Minister of Jordanian Education to the Director of the Private Education in Amman

وزارة التربية والتعليم

الرقم ٣/١٠/٤٤٦٣٤
التاريخ ٥/١١/١٤٣١
الموافق ١٤/١٠/٢٠١٠

السيد مدير التربية والتعليم الخاص لمحافظة العاصمة

الموضوع: البحث التربوي

تقوم الطالبة إيمان حسين عبدالله الصفدي بإجراء دراسة عنوانها " أثر التدريس الاسنادي على تحصيل طلاب الأول الثانوي في مهارات القراءة والكتابة باللغة الإنجليزية "، وذلك استكمالا لمتطلبات الحصول على درجة الدكتوراه تخصص المناهج والتدريس في الجامعة الأردنية، ويحتاج ذلك إلى تطبيق استبانة على عينة من طلبة المرحلة الثانوية في المدارس التابعة لمديريتكم.

يرجى تسهيل مهمة الطالبة المذكورة وتقديم المساعدة الممكنة لها، على أن يتم التأكد من تطابق البرنامج المطبق مع البرنامج المرفق.

وتفضلوا بقبول فائق الاحترام،،

وزير التربية والتعليم

الدكتور
محمد أحمد ابو غزلة
مدير إدارة التخطيط والبحث التربوي

نسخة / رئيس قسم البحث التربوي
نسخة / الملف ١٠/٣

المرفقات: الاستبانة (١٦صفحات)

المملكة الأردنية الهاشمية
هاتف ٥٦٠٧١٨١ ٦ ٩٦٢+ فاكس ٥٦٦٦٠١٩ ٦ ٩٦٢+ ص.ب ١٦٤٦ عمان ١١١١٨ الأردن. الموقع الإلكتروني: www.moe.gov.jo

APPENDIX 12

A Letter from the Director of the Private Education to the Principals of the Private Schools in Amman

وزارة التربية والتعليم
مديرية التربية والتعليم الخاص في محافظة العاصمة

الرقم خ ٦ / ١٠ / ١٠٤٦٨
التاريخ ١٠ـ ١٠ـ ١٤٣١
الموافق ١٩ـ ٩ـ ٢٠١٠

مديري المدارس الثانويـــة الخاصة ومديراتهـــا

الموضوع : البحث التربـــــــــــوي

إشارة لكتاب معالي وزير التربية والتعليم رقـــم ٣/١٠/٤٤٦٢٤ تاريـــخ ٢٠١٠/٩/١٤ .
تقوم الطالبة ايمان حسين عبدالله الصفدي باجراء دراسة عنوانها " اثر التدريس الاسنادي على تحصيل طلاب الأول الثانوي في مهارات القراءة والكتابـــة باللغـــة الانجليزيـــــة " وذلـــك اســـتكمالا" لمتطلبات الحصول على درجة الــدكتوراه فـــي تخـــصص المنـــاهج والتـــدريس فـــي الجامعـــة الاردنيــــــة ، ويحتاج ذلك الى تطبيق استبانـــــة على عينة من طلبة المرحلة الثانويـــة فـــي مدارسكــــــــم .
يرجى تسهيل مهمة الطالبة المذكورة وتقديم المساعدة الممكنة لهـــــا .

مـــع الاحترام ،،،

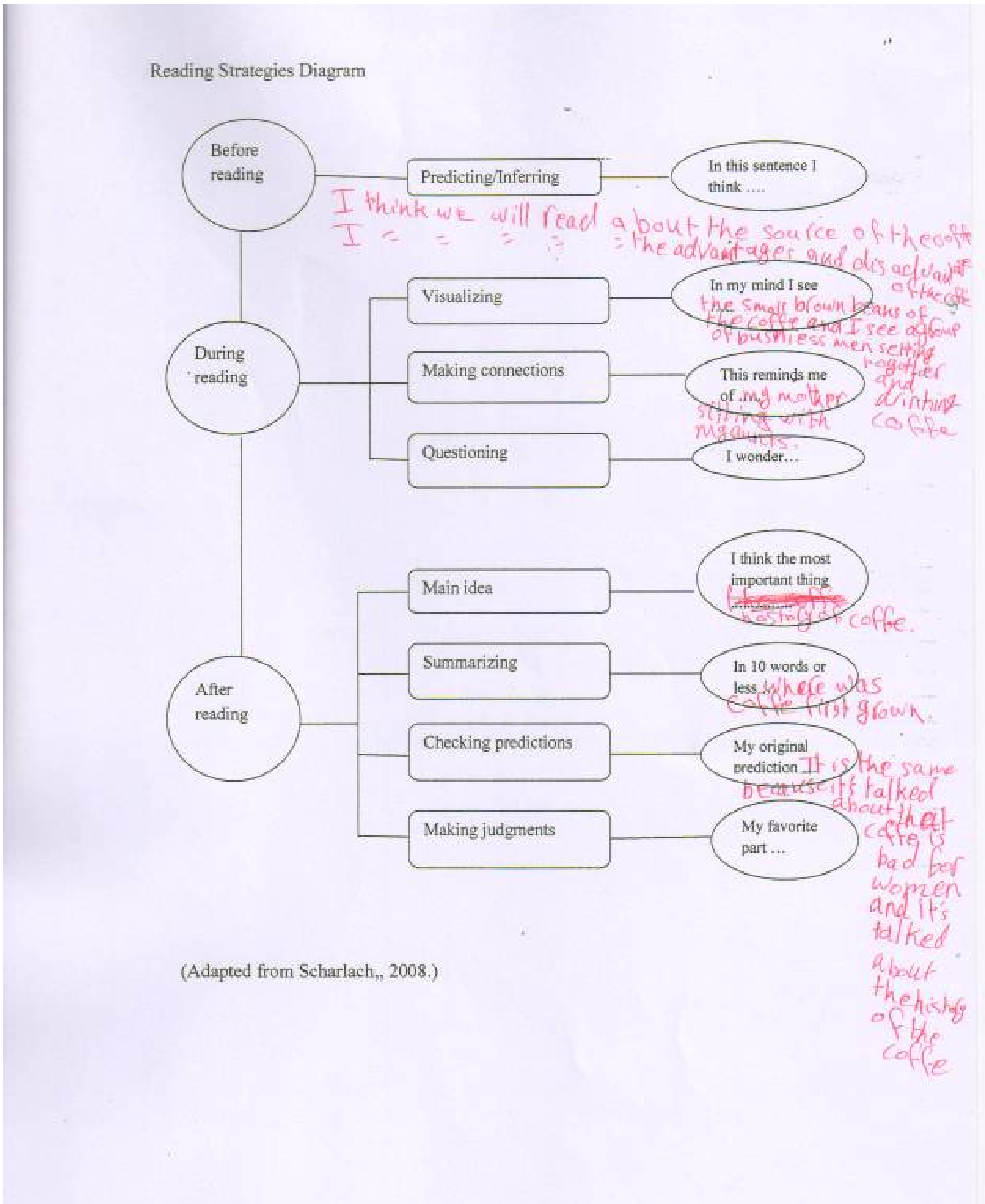
/مدير التربيـــة والتعليـــــــم

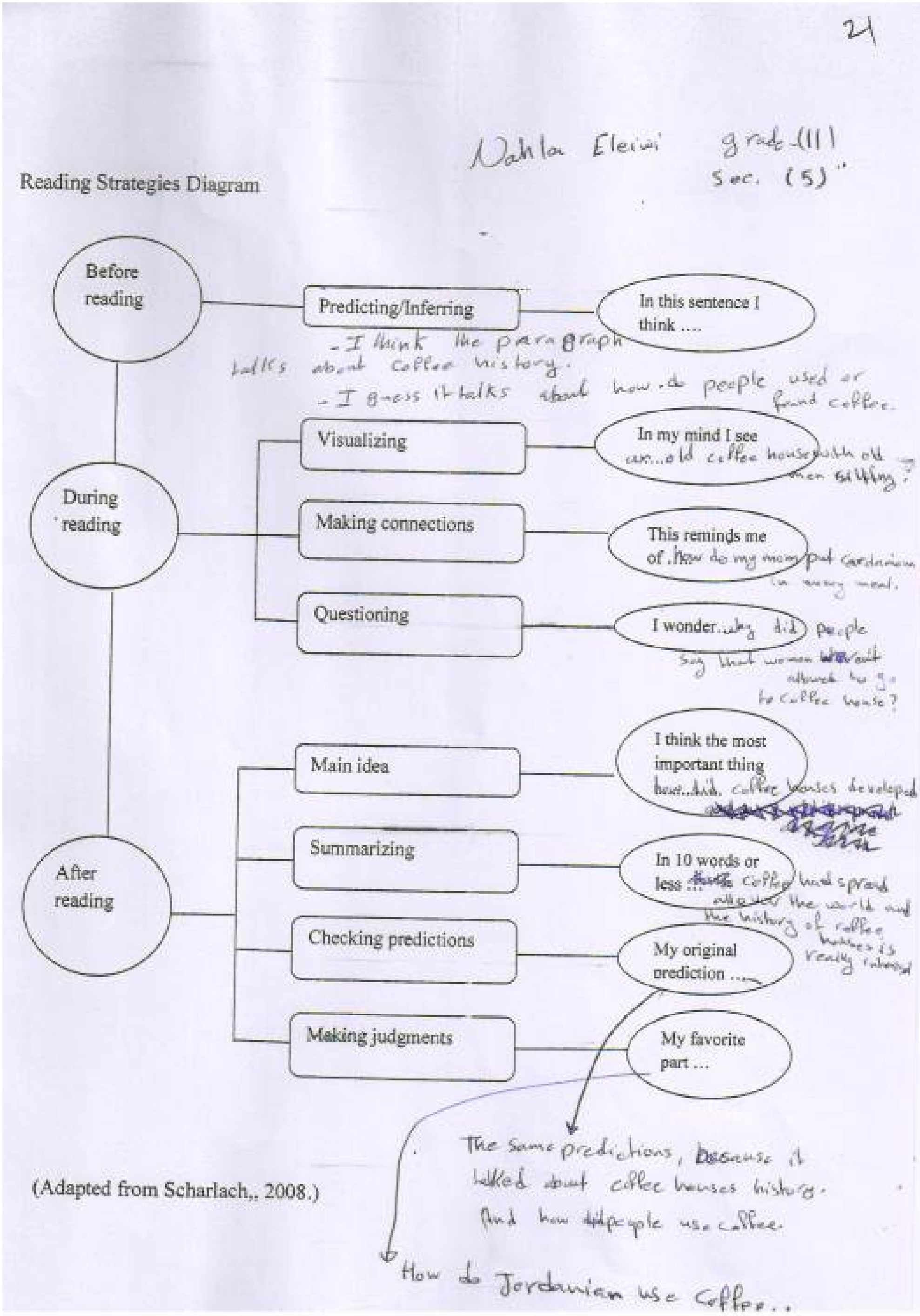
الدكتور سعيد محمد الرقب
مدير الشؤون التعليمية والفنية

نسخة/ مدير الشؤون التعليمية والفنية
نسخة/ رئيس قسم التدريب والتأهيل والإشراف التربوي .
نسخة / الطالبة المعنيــــــة
نسخة / للملف العـــــــام
ك.ت

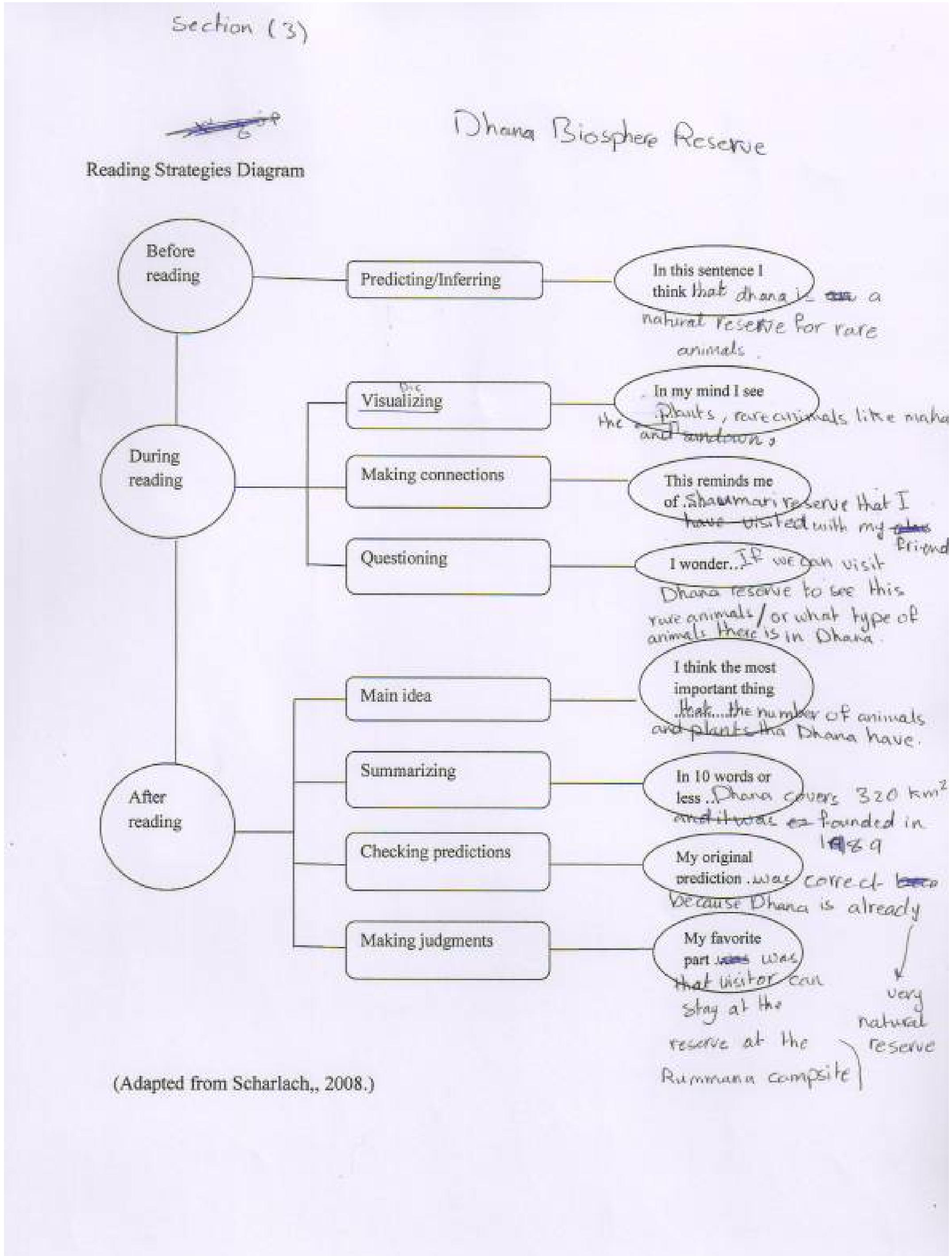
APPENDIX 13

Sample of Students Work Sheets





21
Nahla Eleiwi grade (11)
Sec. (5)
Reading Strategies Diagram
Before reading
Predicting/Inferring
In this sentence I think ....
- I think the paragraph talks about coffee history.
- I guess it talks about how do people used or found coffee.
During reading
Visualizing
In my mind I see an...old coffee house with old men sitting?
Making connections
This reminds me of...how do my mom put cardamom in every meal.
Questioning
I wonder...why did people say that women weren't allowed to go to coffee house?
After reading
Main idea
I think the most important thing how...did coffee houses developed
Summarizing
In 10 words or less... coffee had spread all over the world and the history of coffee houses is really interesting
Checking predictions
My original prediction ...
Making judgments
My favorite part ...
The same predictions, because it talked about coffee houses history. And how did people use coffee.
How do Jordanian use coffee..
(Adapted from Scharlach,, 2008.)


Section (3)
Dhana Biosphere Reserve
Reading Strategies Diagram
Before reading
During reading
After reading
Predicting/Inferring
In this sentence I think that dhana is a natural reserve for rare animals.
Visualizing
In my mind I see the plants, rare animals like
Making connections
This reminds me of Shaumari reserve that I visited with my friend
Questioning
I wonder.. If we can visit Dhana reserve to see this rare animals / or what type of animals there is in Dhana.
Main idea
I think the most important thing that... the number of animals and plants tha Dhana have.
Summarizing
In 10 words or less .. Dhana covers 320 km2 and it was founded in 1989
Checking predictions
My original prediction .. was correct because Dhana is already very natural reserve
Making judgments
My favorite part was that visitor can stay at the reserve at the Rummana campsite
(Adapted from Scharlach,, 2008.)

Name: [illegible]

KWL graphic organizer

K Before reading What do I already *know* about this topic?	W After previewing What do I *want* to know about this topic?	L After reading What did I *learn* after reading about this topic?
1. Coffee is an energy drink.	1. Where was the first coffee house?	1. Women were not allowed at a coffee house.
2. Coffee transferred ~~to Europe~~ from the Arab world to Europe	2. Who discovered coffee?	2. Coffee house existed very long time ago
3. Coffee is a very important cultural element	3. When did coffee houses start?	3. Coffee was first found in Ethiopia.
4.	4.	4. ~~[illegible]~~
5.	5.	5. Coffee is important in Britain
6.	6.	6. First coffee house was in London.

I checked the following **before reading**:

- ☐ Headings and subheadings
- ☐ Italic, bold, and underlined words
- ☐ Pictures, tables, and graphs
- ☐ Questions or other key information

I made predictions about the reading after previewing.
I did the following after reading:

- ☐ Discussed my KWL responses with a partner

Adopted from IRA/NCTE ReadWriteThink materials.
http://www.readwritethink.org/files/resources/lesson_images/lesson95/kwl_graph.pdf

Name: ____________________

KWL graphic organizer

Before reading → K | After previewing → W | After reading → L

K What do I already ***know*** about this topic?	W What do I ***want*** to know about this topic?	L What did I ***learn*** after reading about this topic?
1. the time when the first coffe opened in England	1. what is the best country that make coffe ??	1. ~~The~~ for coffe advantages (ايجابيات) and disadvantage. (سلبيات)
2.	2.	2.
3. The coffe in Jordan that coffe is the heart of ~~[illegible]~~ county	3. the man who knows the coffe in the first time	3. The coffe very good for people that went to read to write ...work
4.	4.	4.
5. The coffe very famous around the world	5.	5.
6.	6.	6.

I checked the following **before reading**:

- ☐ Headings and subheadings
- ☐ Italic, bold, and underlined words
- ☐ Pictures, tables, and graphs
- ☐ Questions or other key information

I made predictions about the reading after previewing.
I did the following after reading:

- ☐ Discussed my KWL responses with a partner

Adopted from IRA/NCTE ReadWriteThink materials.
http://www.readwritethink.org/files/resources/lesson_images/lesson95/kwl_graph.pdf

Reading Comprehension: Valentine's Day

Name Farah Rawahneh Date 8th - Dec - 2010

Short Essay: Write why you think Valentine was or was not brave.

I think that he was so brave because he defended his concept & point of view & he wasn't influenced by the devilish ideas of that emperore, Most importantly he wanted people to live a happy lif without sins & full of sercinty. He knew that preventing the marriage process in Rome would leave alot of bad effects on the people who lived there, because they would do alot of shameful things regardless what the emperor's decisions was.

It's so important to have men like him in our time. So that this world would return to the days of glory it was full of & people would live a restful, clear-bounded life.

أثر التدريس الإسنادي على تحصيل طلاب الصف الأول الثانوي في مهارات القراءة والكتابة باللغة الإنجليزية

إعداد
إيمان حسين الصفدي

بإشراف
الدكتور غالب الربابعة

المشرف المشارك
الدكتور نايل الشرعة

ملخص

هدفت هذه الدراسة الى معرفة أثر التدريس الإسنادي على تحصيل طلاب الصف الأول الثانوي في مهارات القراءة والكتابة باللغة الإنجليزية. وقد سعت هذه الدراسة تحديداً الى الإجابة على الأسئلة التالية:

1) هل هناك فروق ذات دلالة إحصائية على مستوى الدلالة ($\alpha = 0.05$) بين متوسط علامات طلبة الصف الأول الثانوي في اختبار إستيعاب القراءة والذي يمكن أن يعزى الى أسلوب التدريس (التقليدي مقابل التدريس الإسنادي)؟
2) هل هناك فروق ذات دلالة إحصائية على مستوى الدلالة ($\alpha = 0.05$) بين متوسط علامات طلبة الصف الأول الثانوي في اختبار اداء الكتابة والذي يمكن أن يعزى الى أسلوب التدريس (التقليدي مقابل التدريس الإسنادي)؟
3) هل هناك فروق ذات دلالة إحصائية على مستوى الدلالة ($\alpha = 0.05$) في إتجاهات طلبة الصف الأول الثانوي نحو تعلم اللغة الإنجليزية والذي يمكن أن يعزى الى أسلوب التدريس (التقليدي مقابل التدريس الإسنادي)؟

شارك في هذه الدراسة 107 طالبات من الصف الأول الثانوي خلال العام الدراسي 2011/2010. تم اختيار المدرسة بشكل قصدي ومريح. اشتملت الدراسة على ثلاث أدوات تم

اختبار صدقها بهدف جمع البيانات وهي: إختبار استيعاب القراءة، إختبار كتابة، واستبانة تتحرى اتجاهات الطالبات نحو تعلم اللغة الإنجليزية وآرائهن بحصة اللغة الإنجليزية.

للتأكد من الفروق ذات الدلالة الإحصائية بين مجموع متوسط علامات مجموعتي الدراسة في اختبار إستيعاب القراءة البعدي، واختبار الكتابة البعدي ، تم استخدام إختبار التباين الأحادي المصاحب (ANCOVA). إضافة إلى ذلك، تم أيضاً إستخدام إختبار التباين المتعدد المصاحب (MANCOVA) لتحري وجود أية فروق ذات دلالة إحصائية بين متوسط علامات الطالبات.

أظهرت نتائج الدراسة أن هناك فروقاً ذات دلالة إحصائية على مستوى الدلالة ($\alpha = 0.05$) بين متوسط علامات الطالبات في استيعاب القراءة والكتابة وفي اتجاهاتهن نحو تعلم اللغة الإنجليزية وآرائهن بحصة اللغة الإنجليزية.

وبناءًا على هذه النتائج فقد خلصت الدراسة إلى التوصية بضرورة القيام بدراسات أخرى لمزيد من المعرفة وإعادة التجربة الحالية على مهارات أخرى في اللغة الإنجليزية وعلى مستويات صفوف مدرسية أخرى. إضافة الى التشجيع على توفير دورات تدريبية للمعلمين والمعلمات على التدريس الإسنادي لتزويدهم بالمعرفة والخبرة الضروريان لاستخدام التدريس الإسنادي في صفوفهم. كما تمت التوصية بإيلاء الإهتمام للتدريس الإسنادي عند التخطيط للمناهج. وينصح معلمي ومعلمات اللغة الإنجليزية بمطابقة أسلوب التدريس مع مجالات التطور الممكنة (ZPD) لطلبتهم وتزويدهم باختيارات متنوعة من الإسنادات لزيادة اهتمامهم ودافعيتهم لتعلم اللغة الإنجليزية.